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29th Annual Education Number

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September 17, 1940

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College and School News

The **Wilberforce University** Quarterly for July 1940 maintains the high standard of the two previous issues. Provocative is the article by D. O. W. Holmes of Morgan State College on "Problems Facing Church-Related Colleges for Negroes Due to the Rapid Development of State Colleges." Other informative articles are by Eleanor Hill Oak, Ivan Earle Taylor, Reid E. Jackson, Theodor Heimann, Virginia Simmons and James H. Robinson.

Hampton Institute 1940 Summer School opened June 18 with 475 students, 48 being graduate students working for Masters of Arts degree in Education. Seventy-four Jeanes Supervising Teachers enrolled. The enrollment in the clinic of Administration and Supervision was twenty-two. Many courses are crowded this year, especially metal trades and aviation.

Tuskegee Institute has sent a large exhibit to the American Negro Exposition in Chicago. The entire exhibit was constructed by students. It included a section of the campus in miniature, with replicas of important buildings constructed to scale; a photographic panorama of student activities, and a relief map showing the entire campus. Dr. F. D. Patterson, the President, is serving on the committee of three administering the $75,000 appropriation for the Exposition by the Federal government.

Enrolled for the 1940 graduate session at **Alabama State Teachers College** are 34 graduate students from 17 counties. This swelled the first term enrollment to 1700. There is a notable list of instructors.

Listed in the latest edition of "Who's Who in America" is Dr. John B. Watson, able president of **Arkansas State College.**

Faculty members away for study this summer are Christine H. Coleman to Kansas State College; Lincoln I. Diuguid to Cornell University; Lillian V. Mazique to Atlanta University;

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Christopher M. Roulhact to Springfield College; Emilie B. Parker to Fisk University; Alexander Mazique, special courses at Arkansas State College, and Katie J. Pierre, to Fisk University.

The Tampa College for Negroes, headed by Dr. James A. Butler, is offering a number of teaching fellowships to college graduates desiring to pursue courses leading to M.S., A.M., M.B.A., D.D., or Ph.D. degrees while conducting courses in connection with the college. Teaching Fellowships range from $700 to $1600. The Butler Medal will be awarded in spring 1941 to holder of a Tampa College teaching fellowship who, during the preceding year, has made the most progress toward a graduate degree from this institution, which was chartered in 1934. The college is located at 1312 Marion Street, Tampa, Fla., where Dean Butler should be addressed.

Lincoln University (Missouri) summer school is offering courses leading to Master of Arts degree with a major in education and minors in English, History and Sociology. The summer session has enrolled over 300 students, according to Prof. S. F. Collins, director.

Tougaloo College is now offering instruction in typewriting. Tougaloo alumni have presented the college library with a set of "The Dictionary of National Biography."

Mrs. Sarah Taylor Hunter, widow of former principal Rev. Aaron B. Hunter of **St. Augustine's College,** died recently in Raleigh at the age of 94. She established the famous St. Agnes Hospital and Training School for Nurses in 1896, with a capital of $1100 from the Woman's Auxiliary of the Episcopal Church at the 1895 General Convention. The hospital began in a dwelling house on the campus and for several years was the only institution of its kind in the entire Southeast. It is now a 100-bed standard hospital. A campaign is now being pushed to raise $125,000 for its enlargement and remodeling.

The School of Religion of **Howard University** has acquired 39,000 volumes from the library of the Auburn Theological Seminary which recently merged with the Union Theological Seminary. This brings the Howard School's library up to 47,000 volumes. The Auburn library was collected over a period of 120 years and embraces every field of religion.

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SEPTEMBER 16, 1940**

**REGISTRATION SECOND SEMESTER
FEBRUARY 3, 1941**

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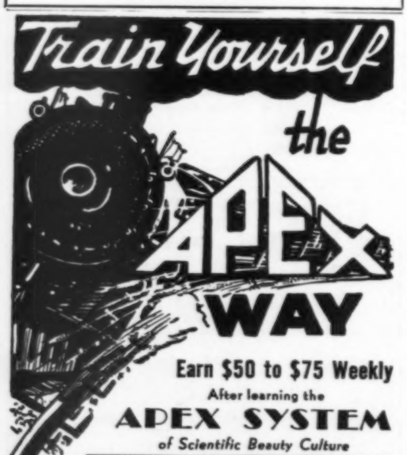

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Twelve men successfully passed the Civil Aeronautics written examination during the 1939-40 term. The entire course was conducted by colored men.

At **West Virginia State College** twenty-two students have been taught to fly this past term, of whom thirteen have received the private pilots certificate. Two young women, the first of their race, were among the new pilots. The second program of primary flight training began June 15 and will end September 15.

Eighteen boys and girls from the **Colored Orphan Asylum,** Riverdale, N. Y., were the special guests of Philippa Duke Schuyler, 8-year-old pianist and composer on her Day, June 19, at the New York World's Fair, when she gave a piano recital in the Little Theatre of the Science and Education Building.

Shaw University's summer school, first session, began June 3 with 420 students. It is under the direction of Dr. Nelson Harris.

Atlanta University's summer school set a new attendance record this season with registration of 789 students. A School for Agricultural Workers conducted under Department of Agriculture auspices was held from July 1st to 4th, inclusive. An able staff of lecturers was engaged.

Two members of **Dillard University** faculty received advanced degrees in June. Carol Blanton, instructor in music, received a degree of Master of Science in Piano from Julliard. Theresa Burch Wilkins, Registrar, received the Master of Arts degree from Columbia University.

Eugene Morgan, Sanford, N. C., was elected president of the Class of 1941. Other class presidents elected were: Alfred Spriggs of Houston, Texas, Class of '42; and Rhea Butler of New Orleans, Class of '43.

Mrs. Phyllis J. Tilley, supervisor of the North Carolina WPA Nursery Schools for Negroes, Raleigh, N. C., was the final speaker at the Second Summer Institute on Parent Education, Child Development, and Consumer Education at **Bennett College.** The Institute was conducted by Dr. Alberta B. Turner of the Bennett faculty. Another speaker was Miss Marian Cuthbert, Department of Study, National Board of the Y.W.C.A., New York City. Also Prof. L. A. Wise, A. & T. College.

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Volume 47, No.8 *Whole No. 356*

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THE CRISIS *was founded in* 1910. *It is published monthly at* 69 *Fifth Avenue, New York, N. Y., by Crisis Publishing Company, Inc., and is the official organ of the National Association for the Advancement of Colored People. The subscription price is* $1.50 *a year or* 15*c a copy. Foreign subscriptions* $1.75. *The date of expiration of each subscription is printed on the wrapper. When the subscription is due a blue renewal blank is enclosed. The address of a subscriber may be changed as often as desired, but both the old and new address must be given and two weeks' notice is necessary. Manuscripts and drawings relating to colored people are desired. They must be accompanied by return postage, and while* THE CRISIS *uses every care it assumes no responsibility for their safety in transit. Entered as second class matter November* 2, 1910, *at the post office at New York, N. Y., under the act of March* 3, 1879, *and additional second class entry at Albany, N. Y.*

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NEXT MONTH

The winners in the Beautiful Child Contest will be announced in the September issue, with the picture of the first prize winner ($25) on the cover. The contest closes August 1.

Resolutions adopted at the Philadelphia conference of the NAACP in June will be printed in full.

There will be also an article on a successful co-operative in Richmond, Va.

OUR CONTRIBUTORS

T. S. Jackson is associate professor of education at Talladega College in Alabama.

Edward E. Redcay, who has done other pieces for THE CRISIS, is at the Teachers' College in Plattsburg, N. Y.

APOLOGY

THE CRISIS for July had hardly made its appearance with the article, "The Negro in the United States Navy," before we had a letter from J. Earle Mason of Louisville, Ky., saying it was his article, that he was no longer in the Navy and that he certainly did not want to remain anonymous.

THE CRISIS received and ran the article in good faith. It was sent to us by a man still in the Navy who sent it voluntarily, offering it free and even writing a second time to inquire when it would be printed.

Mr. Mason explains that when he first had his article printed in a Louisville weekly some months ago, he sent copies to his old pals in the Navy and his theory is that one of his "dear friends" copied the article and sent it to THE CRISIS as an original manuscript.

No question of the truthfulness of the statements is raised by anyone. THE CRISIS already has written Mr. Mason and herewith apologizes for unwittingly giving credit for his article to someone else.

•

Editorials

Editor, ROY WILKINS
Advisory Board: Lewis Gannett, Arthur B. Spingarn, Sterling A. Brown, William All Neilson, Walter White, Charles Edward Russell, Carl Murphy, John Hammond

Advice to Graduates

WE could be thoroughly pessimistic and say that there is no advice to be given to the thousands of graduates who came from the high schools and colleges this year. We could say that the world is in such a state that they can hope for little. We could be particularly sour about the situation facing Negro graduates.

But each year these thousands of young people inspire us anew with hope for the future. Their bright young faces, their accomplishments in the classroom, and above all their spirit give pause to sour words.

The world has had wars before, many wars. The world has had social upheavals before, many of them. This argument between democracy and dictatorship is centuries old. It is important to remember that there will always be people on earth, that man will be striving always for a better life. That nations or hemispheres sometimes make dark and costly detours in their search for this life is a regrettable reality, but not necessarily the end of existence.

So the same tasks are there for our graduates. There is always the cry for leadership. There is always the need for skills and talents to improve the lot of mankind. There is the standing challenge to produce, distribute, and market not only materials, but security, equity, happiness.

And for these tasks they should bring into play not merely the devices of academicians and the knowledge of laboratories and shops, but the good, old-fashioned virtues of honesty, a proper humility, willingness to work long and hard, and an abiding faith in, and love for all humanity.

For short-lived, personal, and selfish success there may be tricks, short cuts, and open doors; but for the accomplishment of the Great Aim the road is there, rugged, winding, and steep.

Brownsville, Tenn., U. S. A., 1940

FOR the Negro citizens of the town of Brownsville, Tenn., the month of June brought terror such as they must not have believed possible, especially in these days when all the talk is of "the democratic way of life."

In the second week of June mobs of white citizens, in which were included at least two officers of the law, drove out of town at gun point more than half a dozen Negro citizens. These latter included a minister of the gospel, and the father of seven children who owned and operated a gasoline filling station—a solid, law-abiding citizen. They were forced to flee for their lives from the town where they were born.

Another colored man was not so fortunate as to just be driven out. He was lynched. His body was recovered from a river several days later.

What crime had these colored people committed? In what heinous way had they shown themselves to be so undesirable and so undeserving of the ordinary machinery of the law?

Their "crime" was that they wanted to register and vote in the election for President of the United States next November! They belonged to the local chapter of the National Association for the Advancement of Colored People and had been holding meetings seeking ways and means of improving their status as citizens.

Not one of these men has a record with the police. Not one of them has enjoyed the reputation—even mildly—of being what Brownsville might call a "radical." They are all peaceful, hard-working citizens, and, if you will, well-behaved.

But when they wanted to register and vote they became targets for the mob. One is ordered to leave his home, wife, children, and business and "be gone before dawn." His wife is going to have another child. He must skulk and hide in another town because his persecutors have followed even to that place. They will not let him work and be seen there.

The men who are known to have made up the mob, including the two police officers, are walking the streets and intimidating other Negroes. They boast that Negroes are not going to vote and that is all there is to it.

It sounds like something from a Nazi chamber of horrors doesn't it? Or like a passage from "Mein Kampf." With a change of only a word or two it could be a paragraph from a description of Hitler's occupation of Prague or Vienna.

But this is no work of Himmler's Gestapo. It is the operation of democracy, American style.

The menace to the liberties of Americans lies not alone in the military legions of Hitler, but also in the rotten hypocrisy within our gates.

Anti-Lynching Bill to Be Brought Up Soon

SPEAKING to a group of Negro Democrats in Chicago Sunday, July 14, the day before the Democratic National Convention opened, Senator Alben W. Barkley promised that the federal anti-lynching bill now on the Senate calendar would be brought up for consideration at this session of Congress.

It is well to note that Senator Barkley, who is majority leader of the upper chamber, did not promise that the bill would be voted upon. In fact, in all fairness to him, it may be said that he could not promise this. What the supporters of this bill have expected of Senator Barkley—and what they had a right to expect—was that he would see that the bill is brought up.

Once it is up, it is the task of its supporters to see that procedure is handled in such a way that a vote can be secured. In other words a filibuster must either be blocked or beaten.

It would be a wise move for the Democratic leadership in the Senate to see that this bill is voted upon. In all its history there has never been a time when—from a purely political standpoint—the passage of this bill would do so much for the party in power as well as for the cause of halting mob violence.

If only the item of practical politics be considered, the party in power now needs all the help it can get if it is to win out over the strong candidate put up by the opposition. It has also to win out over the anti-third term and anti-New Deal forces within the party. It needs to repair some of the damage done at the Chicago convention. We are not so naïve as to state that passage of the anti-lynching bill will guarantee every Negro vote going to the Democrats; but it will have its effect.

The bill should be passed regardless of political considerations. There is Brownsville, Tenn., which shows dramatic and tragic need for this type of legislation. The nation is on trial before the world. We must prove that men here do receive equal protection of the laws else we will go down, sooner or later, before the march of the totalitarian nations.

Rossi L. Coleman
D.D.S.
Meharry

George W. Gore
Ph.D.
Columbia

Margaret M. Lawrence
M.D.
Columbia

James W. Hazzard
Ph.D.
Cornell

Clarence L. Monroe
Ph.D.
U. of Pennsylvania

Oscar J. Chapman
Ph.D.
Ohio State

The American Negro in College, 1939-1940

The Crisis presents its 29th annual education number containing information and statistics from Negro and mixed colleges and universities for the scholastic year 1939-40.

It must be borne in mind that this information is not complete. The Crisis does not assert that every graduate is included. We do not have the staff or the funds to make a complete survey. Information set forth here is gathered from registrars and individual sources including the students themselves and their relatives.

Many mixed colleges do not keep records by race and color. Among these are Cornell university, University of Minnesota, University of Southern California, University of California, Wayne university, Brooklyn college, (N.Y.C.), College of the City of New York, Columbia university, Hunter college, and the University of Pennsylvania. Information from these institutions is volunteered, usually by students, and cannot be considered official.

Figures from the Negro colleges are usually furnished by the registrar and can be regarded as fairly complete.

The figures this year indicate that the grand total of all graduates from all institutions is 3,913.

Howard university continues to have the largest enrollment among Negro colleges, with 2,338. One hundred and forty were graduated with the bachelor degree, 41 with a master's degree, and 72 with professional degrees. Tennessee State, Tuskegee, Virginia State, Alabama State, Prairie View, Hampton and West Virginia State all had more than 1,000 students enrolled.

Atlanta university, a graduate school, had an enrollment of 262 and 46 were graduated with master's degrees.

Meharry Medical college enrolled 296. Thirty-nine graduates received the M.D. degree, five finished dentistry, eleven nursing, and eight dental hygiene.

The largest enrollment of colored students in mixed colleges was in New York university, which had 637. Ohio State was second with 403. Hunter college for girls, in New York City, graduated the largest number, 25, with the University of Kansas second—23.

According to our information, there are nine doctors of philosophy and two earned degrees of doctor of education.

Detailed information and statistics:

William H. Rhoden was the highest honor graduate of Tennessee A. and I. State college.

Highest honor graduate of Tuskegee Institute, Alabama, was Nelson S. Brooks.

At Virginia State college for Negroes, Ettrick, Virginia, Elbert H. Pogue was the highest honor graduate.

Frank Miller took the honors at the graduation of Alabama State Teachers college.

Aldena B. Howell was the honor graduate at Prairie View State college, Texas.

Elizabeth C. Wright
B.A.
University of Calif.

Mitchell W. Spellman
Honor Graduate
Dillard

Myles E. Scott
Highest Honors
Le Moyne

Beatrice L. Carrington
Valedictorian
Morgan State

William H. Rhoden
Magna cum laude
Tenn. A. & I. State

Mathew W. Bullock, Jr.
Honors
Bowdoin

Lois H. Nabrit
B.A.
Fisk

Jacqueline A. Myles
Honor Graduate
Bennett

Paul D. Davis
S.B.
Harvard

Fred E. Pinson
Honor Graduate
Tougaloo

Vivian E. Russell
Honor Graduate
Wiley

Rose P. Doggett
Highest honors
Hampton

Dora Jane Beavers received her degree summa cum laude at West Virginia State college.

Outstanding graduate of Hampton Institute, Virginia, was Rose P. Doggett.

Oscar J. Chapman of Stockton, Maryland, and Grace I. Woodson of Columbus, received their degree of Doctor of Philosophy at Ohio State university.

Benjamin Kagwa received M.D. degree at the Medical college of New York university.

George Sherard received his A.B. degree with honors in Physics at the university of Cincinnati.

Boston University School of Theology conferred the degree of Bachelor of Sacred Theology cum laude upon Frank Cunningham, A.M.

Herbert Nipson, who received an A.B. degree in Journalism at Pennsylvania State college, was recipient of the Sigma Delta Chi certificate for proficiency in journalism, a member of the Pi Gamma Mu, a social science honorary society, and was a staff member of the college newspaper and literary magazine.

The degree of Bachelor of Science in Electrical Engineering was conferred upon Kenneth R. Merchant at Purdue university, Indiana.

Genevieve L. Lowe was highest honor graduate at Florida A. and M. college.

Marace E. Gibbs distinguished herself among graduates at the Agricultural and Technical college, North Carolina.

Russell H. Turner, Jr., summa cum laude graduate at Lane college, was recipient of Phi Beta key from the Scientific Research society, the editor-in-chief of *Lanite,* 1940, and president of the senior class.

At Morgan State college Beatrice L. Carrington and Samuel L. Meyers were honor graduates. Honorary degrees were conferred upon the following: Doctor of Laws, Jane M. Bolin, LL.B., and George Benjamin Murphy; and Doctor of Education, Eugene A. Clark, and Harold L. Trigg. Audrey E. Minor received the Violette N. Anderson Finer Womanhood Award offered by Zeta Phi Beta sorority to the graduating class.

Edwyna Amanda Offutt was a summa cum laude graduate at Kentucky State college.

C. Austin Brice was one of three Negro graduates of the art school of Cooper Union, New York City,

Carol Blanton, pianist and instructor in Music at Dillard university, New Orleans, received the Master of Science degree in piano from the Institute of Musical Art of the Joulliard School of Music. She is the first person to complete requirements for this degree at the Institute.

Collins J. Reynolds received an M. A. degree in history at Columbia university.

As a high ranking graduate of the dental school of Meharry Medical College, Rossi L. Coleman has been appointed interne at Forsythe Dental Infirmary in Boston, Massachusetts.

The magna cum laude graduate of Benedict college was Rondell Rhodes, B.S.

Naomi Lucille Whitson graduated magna cum laude from Philander Smith college.

Mrs. Bessie Scott Johnson received a B. S. in Education from the Ohio State university after a lapse of about 18 years, during which time she brought up two children. From Ohio State also, Frank C. Beane received a Bachelor's degree in Law; James M. Trotter, a degree in Pharmacy; and Robert A. Outram, in electrical engineering.

R. Francis Washington received an M. A. from the University of Michigan. He is the presiding elder of the Detroit District, Michigan conference, of the African Methodist Episcopal church.

Esteral Velvin Campbell, highest ranking graduate of Cheyney State Teachers college, Pa., was adjudged first scholar for the year 1939-1940, led eight student prize winners and was awarded the Cheyney alumni scholarship gold key.

Lottye J. Washington was highest honor graduate of State A. and M. College, Orangeburg, S. C.

Ellis U. Butler, A.B., was a magna cum laude graduate of Colorado college.

At Bowdoin college Mathew W. Bullock, Jr. was elected to Phi Beta Kappa, and in addition to receiving a B. A. degree summa cum laude, was recipient of the Nathan Gould Greek and Latin prize.

Edith G. Menard, B.S., was a summa cum laude graduate of Miner Teachers college, District of Columbia.

Harriette J. Briscoe received a Bachelor of Science degree, magna cum laude from Lincoln university, Missouri.

Winston-Salem Teachers college, South Carolina, reports Charlie B. Hauser as highest ranking graduate.

Ranking student of Agricultural, Mechanical and Normal college at Pine Bluff, Arkansas, was Tolbert E. Woods.

Highest honor graduate of Tillotson college at Austin, Texas, was Helen L. Porter.

Inez Crenshaw took the graduating honors at Stowe Teachers college at St. Louis.

Myles Evelyn Scott was ranking graduate at LeMoyne college, Tennessee, when she received a B.A. in sociology.

Adelaide M. Cromwell
A.B., cum laude
Smith

Paul H. Jackson
Valedictorian
Lincoln, Pa.

Harriette J. Briscoe
Magna cum laude
Lincoln, Mo.

Russell H. Turner
Summa cum laude
Lane

C. Austin Brice
Art
Cooper Union

Cecil W. Jones
Summa cum laude
Johnson C. Smith

Frank Cunningham
B.S:Th.
Boston Univ.

William R. Bell
D.D.S.
Meharry

Carol Blanton
M.S. Music
Joulliard

Madelon Battle
M.A.
Columbia

John B. Claytor
M.D.
Meharry

Spaulding P. Berry
M.A.
Columbia

The summa cum laude graduate of Johnson C. Smith university, North Carolina, was Cecil W. Jones.

At Lincoln university, Pennsylvania, Paul H. Jackson was highest honor graduate, the valedictorian of his class. Five honorary degrees were conferred: LL.D. to Bishop Robert E. Jones; Doctor of Divinity to Rev. John H. Johnson, of New York City, and Rev. Jesse B. Barber; Doctor of Humane Letters to Claiborne M. Cain of Atlantic City, N. J.; and Master of Fine Arts to Mrs. Mary F. Labaree, curator of Vail Memorial Library.

Alma W. Stone graduated with honors from Spelman college, Atlanta, Ga.

Jacqueline A. Myles was highest honor graduate at Bennett college, N. C.

Bluefield State Teachers college, W. Va., reports Lee Roy Perry as ranking graduate.

Outstanding graduate of Allen university, S. C., was Mary Coleman Rutherford.

Annye W. Cannady received her B. S. degree with honors, from Livingstone college, N. C.

At Meharry Medical college highest honor graduates in their respective fields were: John B. Claytor, medicine; William R. Bell, dentistry; Patricia L. Shook, dental hygiene; and Katherine C. Dandridge, nurse training.

Highest honor graduate at Paine college, Augusta, Ga. was Joseph L. Davis.

Leola P. Gregory was highest honor graduate at Knoxville college, Tennessee, and Roberta Claytor, at one time selected as Miss Knoxville, was also one of the three outstanding seniors.

Bette E. Banner, was a magna cum laude graduate of St. Augustine's college, N. C.

Ruth E. Carr, received a B.A. degree summa cum laude from Claflin college, Orangeburg, S. C.

Highest honor graduate at Leland college, Baker, La., was William J. Booker.

Fred. E. Pinson was ranking graduate from Tougaloo college, Mississippi.

At the State College for Colored Students, Dover, Del., Cora H. W. Norwood, was honor graduate.

Francis M. Jackson took graduating honors at Storer college, Harper's Ferry, W. Va.

Roger W. Flood received a bachelor's degree in architecture from New York university.

William E. Furniss was candidate for M.D. at Tufts college, Massachusetts.

Frederick A. McGinniss received a Doctor of Education at the University of Cincinnati.

Lois H. Nabrit graduated summa cum laude from Fisk university. She is a member of Sigma Upsilon Pi, an honorary scholarship society.

James Young Carter, A.M., received a degree of Bachelor of Laws at Boston university.

At the Harvard School of Public Health Frederick F. Brown, M.D., a deputy health officer in Franklin, La., received the degree of Master of Public Health.

Among those receiving an M.A. degree from Teachers college, Columbia university, were Miss Spaulding Pritchett Berry and Frank J. Smalls.

George W. Gore, Jr. dean of instruction of A. and I. State college, Tennessee, who received a Ph.D. degree in education research at Columbia university, was elected to membership in Kappa Delta Pi, national honor society.

Paul D. Davis, first Negro elected to residence at the Winthrop House at Harvard university, received his Bachelor's degree along with Henry E. C. Everett.

James W. Hazzard, professor of biology at Arkansas State college, received a Ph.D. from Cornell university. He was a general education board fellow in 1937-39 and 1939-40.

Erma M. Stripling, valedictorian at Clark university, is the recipient of a $1,200 Carnegie fellowship to study Library Science. Vivian L. Joseph was salutatorian of the graduating class.

At Smith college Adelaide McGuinn Cromwell, A.B., graduating cum laude, was elected alternate for the Harriet Boyd Hawes scholarship, and divided the Samuel Bowles prize with another student.

Highest honor graduate of Morris Brown college was Ernest H. Davenport.

Ranking graduate of Virginia Union university was Clyde R. Dillard.

Annie Ruth Smith received graduating honors in mathematics at Talledega college, Alabama.

Madelon Battle received an M.A. degree from Columbia university after majoring in the field of psychology. On account of her excellent record she was elected to three honorary societies.

At Wiley college Vivian E. Russell and Renee Van Zandt-Edmonds were highest honor graduates.

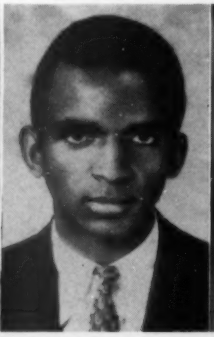
Raymond Miller was the graduating honor student of Arkansas Baptist college at Arkansas.

Leon Clark and Charles F. Anderson both were graduated with highest honors from Morehouse college.

At Elizabeth City State Teachers college,

Alma W. Stone
Honor Graduate
Spelman

Clyde R. Dillard
Honor Graduate
Virginia Union



Leon Clark
Honor Graduate
Morehouse

Nelson S. Brooks
Honor Graduate
Tuskegee

Renee VanZandt-
Edmonds
Honor Graduate
Wiley

Dora J. Beavers
Summa cum laude
W. Virginia State

N. C., Carrie M. Fuller was valedictorian of the graduating class and Elise O. Weaver, the salutatorian.

Pansy L. Hooey and Lucy M. Lewis graduated magna cum laude from Samuel Huston college.

Highest honor graduate of Georgia State college was Ernest C. Williams.

Dillard University reports Mitchell W. Spellman as its honor graduate.

Ranking graduate of Wilberforce university was Ruth E. Spivey.

The degree of Doctor of Education was conferred on Idabelle Yeiser at Teachers college of Columbia university.

Addie C. Taylor was the highest honor graduate of Louisville Municipal college, and at the Atlanta University School of Social Work, Leona B. Cain took honors.

Corinne K. Robinson was a summa cum laude graduate of the college of Liberal Arts of Howard University.

Recipients of an M.A. degree from New York university were: Beulah E. Cooper, Malcolm A. Davis, Hazel D. Dixon, Allie M. Perkins, and Elizabeth W. Turner.

Among those who received their M.A. degrees from Ohio State were: Andrew G. Freeman, Robert H. Lee, David W. Mays, Anne E. Hill, and Charles H. Woode.

From the university of Kansas, Joseph S. Flipper, Joseph S. Henry and I. Hamilton Perkins received their M.A. degrees, Everett I. Bassett, an M.S. in Education, and Jesse M. Drew and Carl Flipper, Jr., Masters of Education.

Western Reserve conferred masters degrees upon Alice-Catherine B. Bailey, Thomas A. Cook, James F. Gregory, Malzarine H. Reynolds, Lauretta C. White, Spellman L. Lane, and James S. Williams. Receiving their Master of Science in Social Administration were Charles W. Boyd, Josephus F. Hicks, Marjorie W. Johnson, and Margery W. Robinson.

Master of Education conferees from the University of Cincinnati were: Thomas Bond, Richard Gordon, Janet Keys, Charles N. King, Alroma F. Nichols, Donald A. Spencer, and Rhoza A. Walker.

Graduating with Masters degrees from Boston university were: Dean K. Denniston, Corinne E. Howe, John V. Parnell, and Mabel L. Robinson.

Graduate degrees were conferred upon Helen L. Brooks, Anna B. Dawson, Joseph W. Harris, Marie B. Hill, Vera F. McCain, Martha W. Martin, Sayde A. Mays, Vivian C. Terry, and George W. Wade, at Butler university.

Mrs. Mabel M. Smythe and Dorothy L. Sutton received M.A. degrees from Northwestern university.

Receiving the degree of Master of Sacred Theology from Oberlin college were Moses Newsome and Homer J. Tucker.

Selby B. Ngcabo and Abner G. Nkosi received M.A. degrees from Yale.

L. U. Goin received a masters degree in Industrial Education, from the Penn. State college.

Those receiving M.A. degrees from Columbia university were: Elizabeth M. Anderson, Victoria Snowden Bacote, Nellie Frances Becker, Harriet Lolita Brice, Mildred Ann Burris, Albert Joseph Carter, Emmett Arnold Caldwell, Carrie B. Brown Coss, Melissa Thomas Davis, Gracye Eleanor Dorsey, Margaret Smith Douglas, Sampson Udo Etuk, Shirley Richardson Evans, Estelle G. Gilman, Regina Mary Goff, John Thomas Graves, Eric Winston Headley, Evelyn Bates Hunt, Gladys Marie Jackson, Euleas Milling, Oswald Villard Monroe, Eldra Monsanto, Edith Irene Moore, William Thomas Murphy, Elizabeth Agnes Nash, Redmond Stanley Oden (Deceased 1/40), Letitia Duncan Owings, Ophelia Wilhelmina Pearson, Otto Bryant Ramsey, Collins James Reynolds, Pattye L. Simpson, Patricia DeLaine Stewart, Doyle Leonard Sumner, B. Lorraine VanLowe, Lucile Wamack, Evelyn Mae Yetman.

Morris H. Simmons was one of the graduates of the University of Minnesota Law School, receiving an LL.B. degree.

Mercedes E. Johnson received an A.B. degree from Indiana university.

Philip Waring who was selected to represent West Virginia State college in "Who's Who in Negro American Colleges," and was president of the class of 1940, received his A.B. degree.

James T. Wiley, B.S., University of Pittsburgh, was elected to Sigma Pi Sigma, national honorary physics society.

Statistics

School	Number Enrolled	A.B. or B.S.
Howard University	2,338	140
Tennessee A. & I. State	1,353	159
Tuskegee Institute	1,282	106
Virginia State College for Negroes	1,210	145
Alabama State Teachers College	1,178	57
Hampton Institute	1,107	181
Prairie View State	1,069	109
West Virginia State	1,004	87
Florida A. & M. College	876	91
A. & T. College, N. C.	854	56
State A. & M. College, S. C.	809	148
Lane College	757	58
Morgan State College	752	62
Wilberforce University	722	122
Kentucky State College	682	58
Virginia Union University	666	87
Morris Brown College	652	66
Georgia State College	627	43
Miner Teachers College, D. C.	603	110
Wiley College	591	46
Lincoln University, Mo.	557	52
Winston-Salem Teachers College	538	83
Elizabeth City State Teachers College, N. C.	487	56
Fisk University	483	78
Clark College, Ga.	446	57
A. M. and N. College, Ark.	443	35
Benedict College	439	47
Philander Smith College	430	13
LeMoyne College	429	44
Tillotson College	429	40
Johnson C. Smith University	429	101
Morehouse College	426	55
Stowe Teachers College	421	20
Lincoln University, Pa.	389	44
Spelman College	377	53
Bennett College	356	42
Bluefield State Teachers College	352	36
Dillard University	348	24
Allen University	340	46
Samuel Houston College	334	31
Livingston College	308	37
Meharry Medical College	296	..
Paine College	289	16
Louisville Municipal College	288	25
Knoxville College	288	59
Talledega College	273	46
Atlanta University	262	..
Leland College	256	58
Claflin College	249	39
St. Augustine's College, N. C.	244	27
Tougaloo College	143	19
Arkansas Baptist College	125	18
State College for Colored Students, Del.	114	6
Storer College	103	4
Gammon Theological Seminary	67	..
Cheyney Training School for Teachers	...	28
Total	30,890	3,270
New York University, Washington Square College	636	8
Ohio State University	403	17
Teachers College, Columbia University	246	6
Hunter College	210*	25
University of Kansas	176	23
Western Reserve University	111	7
University of Cincinnati	101	16
Boston University	89	6
Loyola University	62	..
Butler University	60*	8
Northwestern University	49**	4
Oberlin College	48	6
Yale University	26	1
University of Denver	24	3
Municipal University of Omaha	17	..
Pacific Union College	16	2
Springfield College, Mass.	15	2
Pennsylvania State College	14	1
Purdue University	14	..
University of Colorado	12	1
Harvard College	9	2
University of Buffalo	9	..
Harvard Univ., Graduate School of Arts and Sciences	9	..
Drew University	8	..
Simmons College, Mass.	7	..
Colorado College	6	1
Rutgers University	6	2
Bates College	6	2
Tufts College	6	..
Creighton University	5	..
Bradley Polytechnic Institute, Ill.	5	1
Radcliffe College	5	..
Beloit College	5	1
Smith College	4	1

Joseph L. Davis
Honor Graduate
Paine

Bette E. Banner
Magna Cum Laude
St. Augustine's

Bessie J. Scott
B.S. in Ed.
Ohio State

Francis M. Jackson
Honor Graduate
Storer

Leona B. Cain
Highest Honors
Atlanta School
Social Work

Russell L. Carter
B.S.
Ohio State

F. Velvin Campbell
Honor Graduate
Cheyney

Collins J. Reynolds
M.A.
Columbia

Leola P. Gregory
Honor Graduate
Knoxville

Charles H. Woods
M.A.
Ohio State

Frank J. Smalls
M.A.
Columbia

Kenneth R. Merchant
B.S.E.E.
Purdue

Syracuse University	4	..
Law School of Harvard	3	1
Mount Holyoke	3	..
Bowdoin College	3	1
Boston College	3	..
Hamline University	3	..
Harvard School of Public Health	2	..
Wellesley College	2	..
Hamilton College	2	..
California Institute of Technology	1	..
Harvard Graduate School of Education	1	..
Barnard College	1	..
Amherst College	1	..
DePauw University	1	..
New York Univ., University Heights	1	..
College of the City of New York	..	12
Total	2,450	161
Grand Total	33,340	3,431

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* Not including evening and extension school.
** Not including Professional schools.

HIGHER DEGREES

Master's Degrees

Atlanta University	46
Howard University	41
Teachers College, Columbia University	36
Fisk University	32
Butler University	9
Hampton Institute	9
Virginia State College for Negroes	8
Western Reserve—Graduate school	7
—School of Applied Social Sciences	4
University of Cincinnati	7
Atlanta University, School of Social Work	7
University of Kansas	6
New York University	5
Ohio State University	5
Boston University	4
Tuskegee Institute	3
Northwestern University	2
Yale University	2
Springfield College	1
Pennsylvania State College	1
Harvard University, School of Public Health	1
University of Michigan	1
Total	237

Howard Professional Schools

Dentistry	14
Law	17
Medicine	32
Pharmacy	5
Religion	4
Total	72

Meharry Medical College

Medicine	39
Dentistry	5
Nursing	11
Dental Hygiene	8
Total	63

Doctors of Philosophy

Oscar James Chapman	Ohio State University
Grace Isabel Woodson	Ohio State University
Toye George Davis	Harvard University
Clinton Everett Knox	Harvard University
James Ellis Luvalle	California Institute of Technology
Clarence L. E. Monroe	University of Pennsylvania
Limas D. Wall	University of Michigan
George William Gore	Columbia University
James W. Hazzard	Cornell University

Other Degrees

(Including honorary degrees)

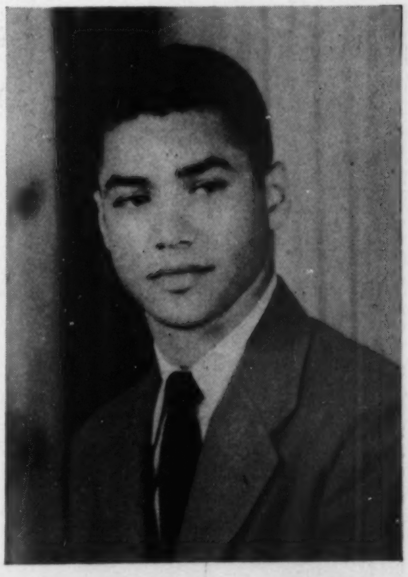
University of Cincinnati: Doctor of Education (1)
Teachers College, Columbia University: Doctor of Education (1)
Morgan State College: Doctor of Education (2); LL.D. (2)
Tufts College: M.D. (1)
Johnson C. Smith University: B.D. (5)
Benedict College: B.Th. (2)
Lincoln University (Pa.): LL.D. (1); Doctor of Divinity (2); Doctor of Humane Letters (1); Master of Fine Arts (1); B.S.Th. (2)
Allen University: Honorary degrees (6)
Storer College: Associate in Arts in Music (2); Assoc. in Arts in Education (8)
Gammon Theological Seminary: B.D. (11); B. Religious Ed. (3)
New York University: M.D. (1)
Ohio State University: LL.B. (1); B.E.E. (1); B. S. Pharm. (1)
Boston University B.S.Th.; LL.B. (1)
Oberlin College: B.D. (4); M.S.Th. (2)
Purdue University: B.S. Electrical Engineering
Law School of Harvard: LL.B. (1)
Morris Brown College: B.D. (3)
Virginia Union University: B.Th. (8); B.D. (2); other honorary degrees (4)
Yale University: B.D. (2)
Wilberforce University: B.D. (4); B.Th. (1)
Arkansas Baptist College: B.Th. (1); Doctor of Divinity (3); Dr. of Pedagogy (1)
University of Kansas: LL.B. (1)
Howard University: School of Engineering and Architecture (6)

Grand total of graduates, including A.B., B.S., graduate, professional, Ph.D., divinity, Master of Education, music, and miscellaneous degrees, 3,913.

Note

THE CRISIS regrets that it was unable to carry all the pictures of graduates sent to us. They came in floods and the cost of engraving all would have been prohibitive, even if we had had the space. Moreover many were "postage stamp" snapshots, too small to use, and some were group photos which we do not carry.

Limas D. Wall
Ph.D.
U. of Michigan



Elbert H. Pogue
Highest Honors
Virginia State

CHEYNEY: Quaker Heritage

NO Negro school in the country has its roots so deeply imbedded in the past. Richard Humphreys, the Quaker Founder of the Cheyney Training School for Teachers died in Philadelphia in 1832, bequeathing $10,000 for the establishment of a school for Negroes in which instruction would be offered in "school learning, the various branches of mechanic arts and trades and in agriculture . . . in order to prepare, fit and qualify them to act as teachers."

In 1827, the pioneer Quaker Board of Managers started work on the Founder's noble project by opening an elementary school for boys, admitting girls a few years later, in separate classes. By the trial and error method through years of struggle the school evolved. Under the capable leadership of Fannie Jackson Coppin, it became a first class secondary school, The Institute for Colored Youth which for nearly four decades, was the Negro center of light and learning in Philadelphia. Through the benevolence of Alfred Cope, the Institute's patron saint throughout his long life, Edward A. Bouchet, a brilliant product of the school, was sent to Yale, being the first Negro in the country to receive the Ph.D. degree.

A forward step in the realization of the Founder's plan was taken in 1902, when the Institute moved from Philadelphia to Cheyney, Pennsylvania, some twenty miles from the city of Brotherly Love. There on a hundred acre farm, formerly a station on the underground railroad, the Institute began to build anew, with emphasis on higher education. Leslie Pinckney Hill has been at the helm for twenty-seven years and under his leadership, the Institute evolved first into an accredited normal school, and later into a State Teachers College.

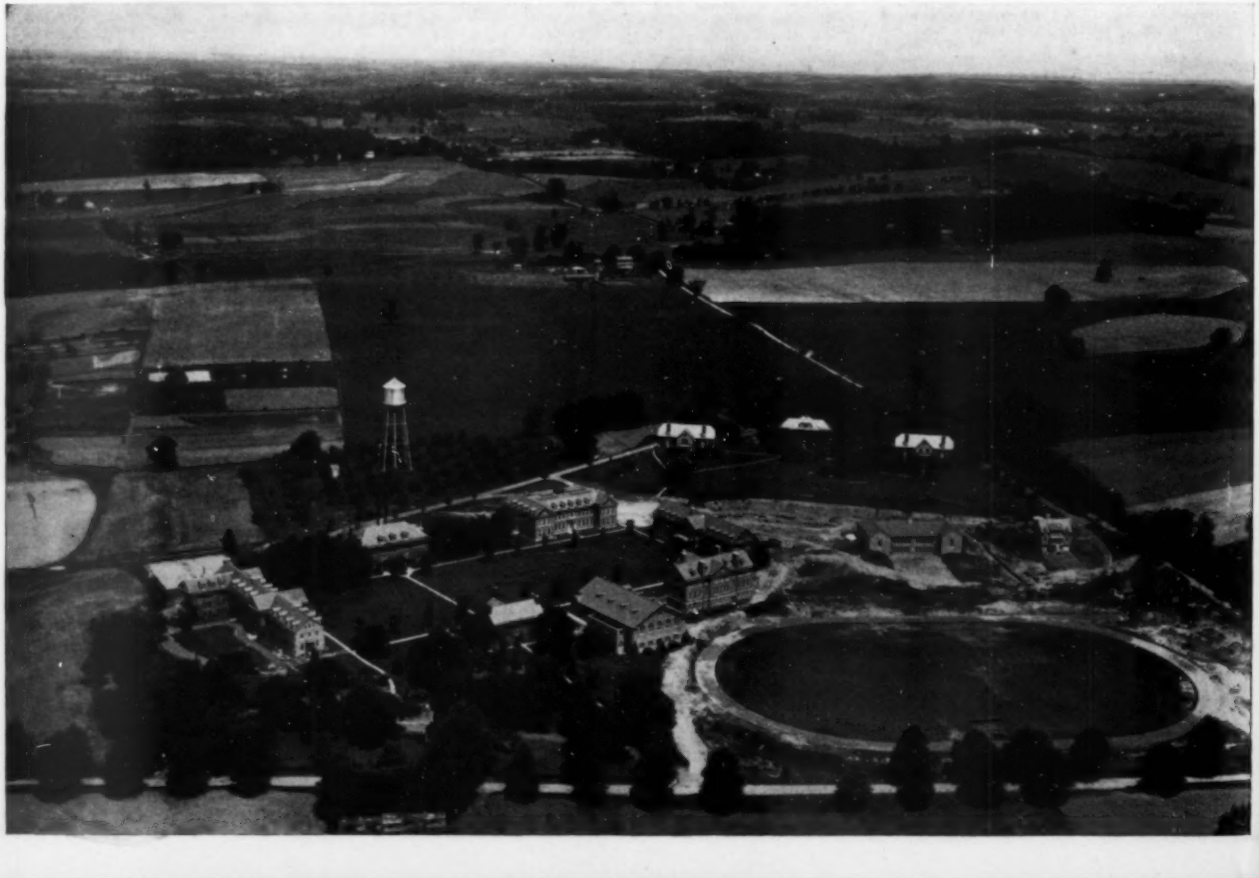
In 1920, the Quaker Board of Managers sold the plant, valued at $350,000 to the Commonwealth for $75,000, the difference between value and selling price being their gift to Negro education. In 1932, one hundred years after the Founder's bequest, Cheyney was authorized to grant its first degrees in Education, and Richard Humphreys' dream became a dynamic reality.

No college could be more beautiful for situation. Low lying hills and lovely orchards encompass a campus now nearing completion, thanks to the W.P.A. and the General State Authority. Modern stone buildings flank the quadrangle—Burleigh Hall for men; Emlen-Baily-Yarnall Halls for women; Biddle Hall, housing administration offices, class rooms, laboratories, art and music studios; Browne Hall, the Home Economics building and center of the social life of the college; Humphreys Hall for Industrial Arts; Carnegie Library; Pennsylvania Hall, combined auditorium and gymnasium. The Alfred Elkinton Athletic Field offers new stimulus to sports for both men and women.

The college, its great beauty and charm notwithstanding, is not an hour from Philadelphia with its third largest Negro population in the country; twenty minutes from Chester's large population of Negro migrants; and ten minutes from West Chester, where it has established a community center, ministering daily to more than 200 persons. Cheyney is also fortunately located in a section abounding in schools and colleges, typical and atypical. These are all available

(*Continued on page 267*)

DR. LESLIE PINCKNEY HILL
President, Cheyney Training School for Teachers, Cheyney, Pennsylvania



FISK UNIVERSITY: 1865-1940

Jubilee Hall

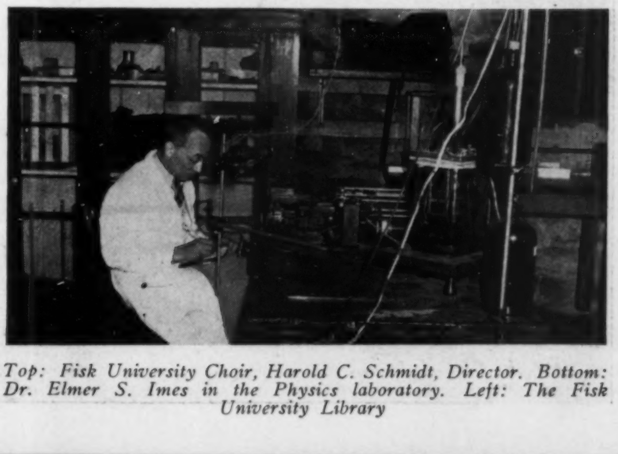
FISK UNIVERSITY, a co-educational institution, located at Nashville, Tennessee, was founded by the American Missionary Association of New York City, in the fall of 1865. John Ogden, representing the Western Freedmen's Aid Commission, joined with the Reverend E. M. Cravath and the Reverend E. P. Smith of the American Missionary Association for the purpose of establishing a school for the colored people of the South at Nashville. They were ably assisted by General Clinton B. Fisk, who was instrumental in securing quarters for the institution subsequently named for him. On January 8, 1866, the institution was opened as Fisk School. John Ogden became the first principal. On August 22, 1867, Fisk was chartered as a university. Until 1912 the institution remained under the auspices of the American Missionary Association with which, at the present time, it retains a close affiliation.

In 1870, Adam K. Spence succeeded to the principalship of the institution. During this period plans were formulated for the removal from the old site to more adequate quarters. The erection of a new building was made possible by the efforts of the now famous Fisk Jubilee Singers. These singers were a small group of music lovers who were being trained in the art of singing under the direction of Professor George L. White. When circumstances pointed to the singers as a means of acquiring needed funds, they set out on a series of tours, covering the northern and eastern parts of the United States and, later, a portion of Europe. As a result of these tours, the means were obtained for the construction of Jubilee Hall.

In 1875, the Reverend E. M. Cravath became the first president of Fisk University. For a quarter of a century he guided the destiny of the institution and gave to Fisk much of its fundamental character and personality. Since 1926, Dr. Thomas Elsa Jones has been president of Fisk University, which now has an enrollment of 668 students and a faculty of fifty-nine.

Since the opening of the institution it has enjoyed consistent growth and development. As the level of instruction was raised, and as other agencies besides the American Missionary Association assumed a share of the responsibility for the development of the institution, it discontinued instruction below college level. The institution comprises in addition to a College of Liberal Arts, a Music Department, and a Graduate Department that affords instruction in six fields of study.

Fisk University has attained national recognition as a standard "A" grade college. It was accredited first by the Southern Association of Colleges and Secondary Schools. Soon thereafter similar recognition was given by the New York State Board of Regents, and still later it was included in the list of colleges and universities approved by the Association of American Universities. The last named Association accorded it national recognition as an accredited college.



Top: Fisk University Choir, Harold C. Schmidt, Director. Bottom: Dr. Elmer S. Imes in the Physics laboratory. Left: The Fisk University Library

The Florida Agricultural & Mechanical College

Tallahassee, Florida

THE Florida Agricultural & Mechanical College for Negroes is a "Land-Grant" college, operated by the Board of Control of the State of Florida. It receives its main support from State and Federal appropriations; but has been generously aided in special cases by such outside sources as the General Education Board, the Julius Rosenwald Fund, the Carnegie Corporation, and gifts from other interested friends.

Originally called the State Normal School, it was established by constitutional provision and legislative enactment, opening its doors in 1887; with an enrollment of fifteen pupils; under its founding principal, Mr. T. D. Tucker, who was assisted by the co-founder of the school, Mr. T. V. Gibbs.

In 1909, the Florida Legislature changed the name of the school to that of the Florida Agricultural and Mechanical College for Negroes. During the period of its existence, its work has been continuously carried on under the presidency of four educators: T. D. Tucker, 1887–1901; N. B. Young, 1901–1923; W. H. A. Howard, 1923–1924; and J. R. E. Lee, 1924 to the present.

Purpose

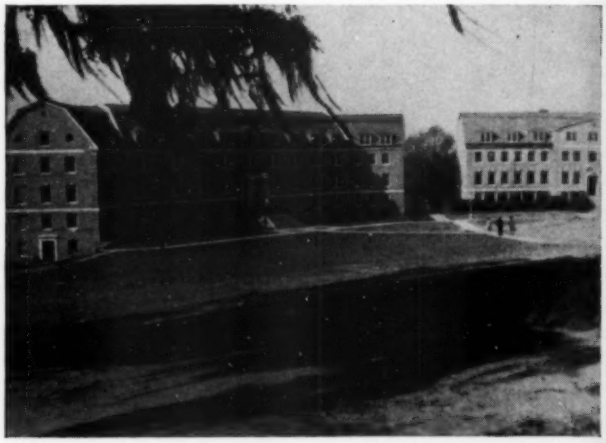
As officially stated, the Florida Agricultural and Mechanical College for Negroes aims to offer the most thorough literary and scientific training to its men and women students, in order to prepare them for large usefulness in life. These aims, of course, also definitely include the institution's task of preparing teachers for the public schools, and industrial workers for the various communities for the State of Florida. Highest ideals of scholarship and character are sought to be realized through the training given in the six divisions of the college: Agriculture, Education and Teacher-Training, Home Economics, Liberal Arts and Sciences, Mechanic Arts, Health and Nurse-Training.

Equipment—Faculty—Students

A standard "Class-A" college—so rated by the Association of Colleges and Secondary Schools of the Southern States—its courses of study lead to A.B. and B.S. degrees; and many of its graduates, holding these, have been able to take advantage of scholarships, offered for superior college work, in a number of the leading universities of the United States.

In addition to its standard vocational courses, the college offers short courses in barbering, beauty culture, commercial cooking, dry-cleaning, and motion-picture operation and theatre management.

The faculty and working staff of the institution numbers 124, drawn from the very best colleges and universities in the country. Under the vision and direction of President J. R. E. Lee, one of the most progressive and sagacious educators in the country, these teachers have given the college a commanding position in the field of education. The work of the regular school year is supplemented by a well-directed summer school, and by work in extension courses.



The Men's Dormitories

The physical equipment of the Florida A. & M. College reflects the confidence of State and Federal authorities, and philanthropic foundations, in the educational statesmanship and leading of President Lee. While the college owes much to the contributions which were made by the first presidents, it will not be denied that the great physical expansion and increase of opportunity to do the work of a first-class college have taken place during the sixteen years of President Lee's administration.

Omitting entirely the increase of appropriations during the period named, it must suffice to say that the school plant now consists of 377 acres of land and 29 main buildings, many of them of the latest models in school architecture. These buildings and grounds carry an approximate valuation of $1,850,000. When it is remembered that more than $1,195,000 of this amount has gone into the institution's building program during the past

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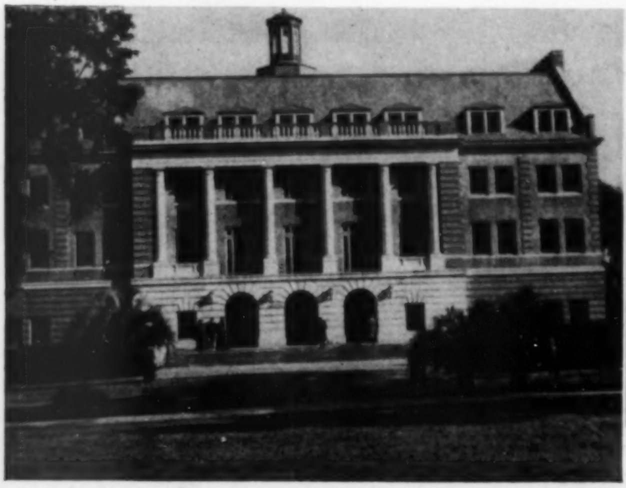


Above: Carnegie Library
Left: Administration Building

Racial Inferiority Among Negro Children

By T. S. Jackson

The task of overcoming attitudes of racial inferiority now found in Negro youth is squarely up to the teachers, both white and colored, says this author

DO Negro children develop beliefs of submissiveness and inferiority toward members of the white race? Any objective, unbiased and dispassionate approach to this question would indicate that the answer depends upon a study or the observation of individual children in particular situations.

One will find that a child might be submissive to some white people on certain occasions and under certain circumstances, and on other occasions and under different circumstances he might be not only unsubmissive, but dominating in his responses. Obviously, the belief of inferiority whose consequence is submissiveness is a relative activity and certainly cannot be limited to any one group of children or to any one individual. At times all of us show evidence of the attitude.

The question above has been answered in the affirmative by some Negroes and some whites because the surroundings of the Negro child are so favorable to the acquisition of inferior attitudes, and, perhaps, some people believe that there is something inherent in the nature of the Negro child, which causes him to assume the submissive position in the presence of white people.

Like so many explanations of behavior, the inferiority of Negro children is based upon hasty and unscientific generalizations by Negro and white people. Perhaps, a great deal of dyshygienic behavior on the part of adults and children of both races could be avoided if more objective techniques were used before reaching conclusions about the behavior of any individual or group.

"Born Inferior"

The writer has heard the belief expressed by some white people that Negroes were born inferior to white people. Negroes possess some sort of biological equipment which limits their psychological development. This handicap prevents the Negro from making responses to stimulus objects of a "higher" order. It causes him to remain in an unhealthy environment, to desire low standards of living, to violate the law, to give expression to "wild" emotions, etc., thus making himself undesirable company for the white citizen.

Other white people have argued that an innate quality given by God limits the Negro's psychological evolution. His so-called mental capacities to make responses to complex stimulus situations are missing or defective in some way, God only knows. These white observers of Negroes point out in their ignorance the illiteracy of the Negro, his economic status, educational level, his low standards of social and domestic life, etc., as evidences of the operation of this "innate" mental limitation. And this belief, in the writer's opinion, is the very reason why the Negro child is not given an opportunity to overcome the limitations of his environment.

As long as those people, who are in control of the schools, employment and all the other aspects of the environment necessary to the development of the Negro, continue to hold this disproved internal principle, the Negro child will experience difficulty in trying to overcome the attitude of inferiority.

Creature of Environment

But there is a group of white and colored people who do not accept the above explanation of the status of the Negro. They contend that the differences between races are due to environmental conditions, rather than any inborn tendency. They hold that if the Negro child is inferior and submissive it is due to his reactional biography, his total behavior experience. The writer is inclined toward this view.

Inferiority in this paper refers to a disposition or an activity of the individual to sense a limitation of performance, to refrain from acting because he believes that he cannot do it. The response usually takes place in the presence of others who are classed by some social group as being superior. Or one may show evidence of the trait by recalling the superiority of others. The Negro child, in certain situations where white people are involved, will not express his thoughts, say, in a classroom because he believes his answer may be incorrect: others in the class will make him a target of laughter. He may hold back because he believes that others consider him a member of a child-race anyhow. The tendency becomes a pathological condition.

The consequence or accompanying act, submissiveness, will be considered as a willingness on the part of the individual to accept what white people do or say as correct. A story rather definitely illustrates this point.

A little Negro boy told his pal that his mother knew of a hen that laid a golden egg. His pal expressed tremendous doubt and said that such a feat was impossible. The first lad said, "Well, my daddy told my mother it happened."

"I don't care if he did," replied the second lad, "it just cannot be done. Who told your dad this funny story?" asked the second lad.

"His boss man," came the immediate answer.

"Well, why didn't you say that in the first place," concluded the skeptical lad.

Evidences of "Superiority"

The writer takes the position that many Negro children when thrown in contact with white children or white teachers in classroom situations, especially in the Deep South of the United States will act in a submissive way because their previous observations and earlier experience have been expressive of the superiority of white people.

Let us take for example, a child who has been taught by his mother that Negroes must not question white people in grocery stores, at the local bank, or on the street because it just isn't safe. The white people will become angry and might resort to violence.

The mother might tell the child about several instances of Negroes being knocked down by white men because the former raised some question about his wages or talked back to a white man (a rare occurrence in parts of the Deep South). The mother further proves her point by explaining the wealth of the white man, his power of material gain which results in the construction of theatres, railroad stations, restaurants, playgrounds, schools, churches, etc., with separate class lines drawn. She might cite examples to show that all Negroes if they frequent these places must accept the discrimination all because Negroes are supposed to be inferior.

When the child walks out on the street he sees that mother has told the truth. Wherever he comes in contact with white children or adults he is made

(*Continued on page 266*)

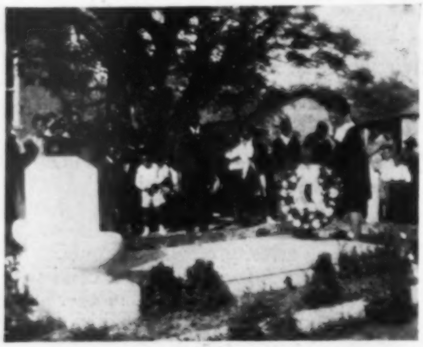
HAINES INSTITUTE: The Spirit of Lucy Laney Marches On

HAINES INSTITUTE, located in the heart of Augusta, Ga., was founded in 1886 by Lucy Craft Laney, the daughter of a Presbyterian Minister.

Miss Laney was born a slave in Macon, Ga. Because of her aptness in book learning, she was sent to school and was graduated from Atlanta University. The plant she began grew from a one story frame structure to a plant now valued at $45,000, which has three brick buildings, a two story frame building, and an athletic field covering a city block. At one time Haines was operated by the Presbyterian Board of National Missions, but it has the distinction of being the only school to continue after the Board deemed it necessary to discontinue its support.

Honor Students, left to right: Eva Marie Collier, Valedictorian, Winner of Scholarship Medal; Jane Davenport, Salutatorian, and Edwina Gibson, Third Honor Student, Editor of The Bandwagon

For a minimum sum of $20.00 per year and $3.00 laboratory fee, a day student can complete his high school education, while a boarding student may do the same for $116.00. N.Y.A. aid is also available for students who are unable to pay their way.



Where Lucy Laney Sleeps

Haines offers a four year standard high school course including four years of Science, History, English, Mathematics, Latin, French, Sociology, Economics and Bible.

Rev. A. C. Griggs, A.B., A.M., D.D., a Virginian, and graduate of Lincoln University is President of this historic institution. He is ably assisted by a group of ten teachers representing the leading Negro Colleges—Fisk, Howard, Lincoln and Atlanta Universities.

The present enrollment is 419 and there are approximately 2,000 graduates, engaged in all kinds of professions and activities. They leave here and enter the leading colleges, white and colored, able to still maintain a high rate of scholarship. Although Miss Laney has passed, the principles and ideals which she instilled are being continued by those who now have succeeded her.

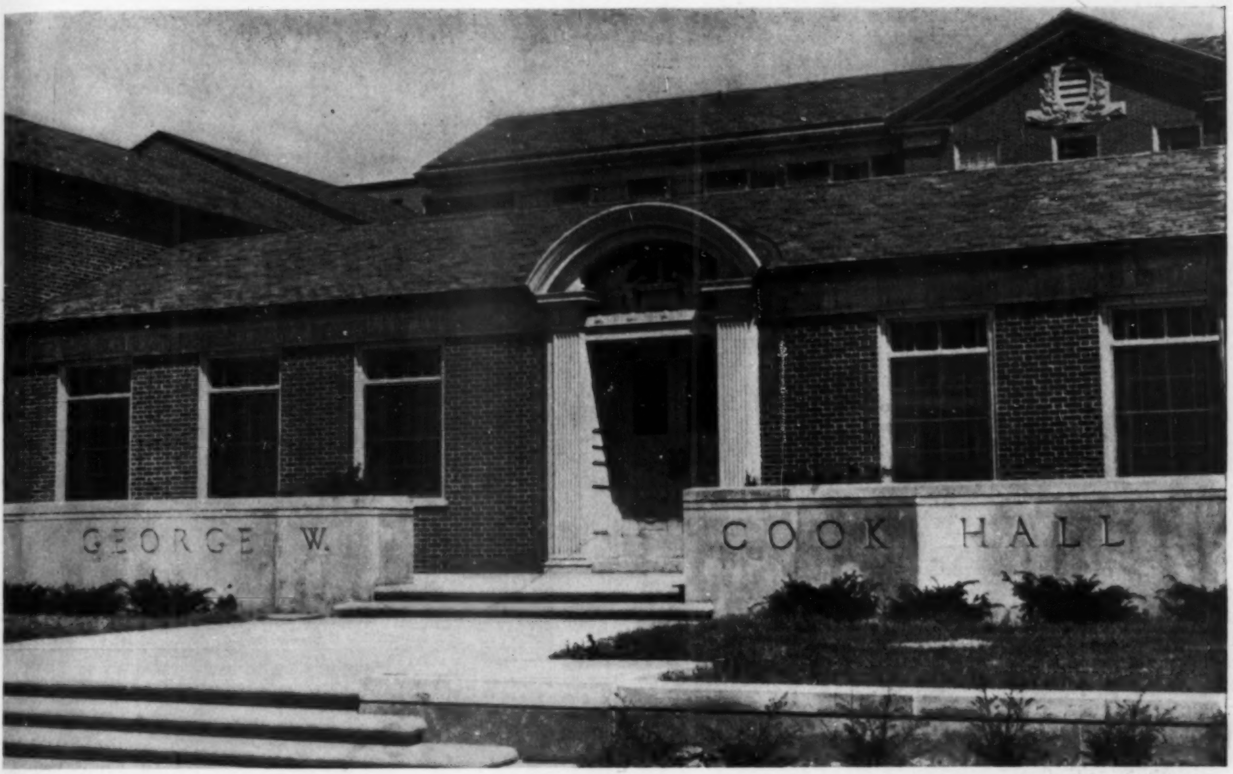
A $10,000 Drive launched by the Alumni to save Haines, began July 1, 1940 and will close August 31, 1940.

Pledges may be paid in installments.

Checks may be made payable to Haines School, Augusta, Ga.

Marshall Hall and Student Body

HOWARD UNIVERSITY



New Men's Dormitory—Capacity 190 Students

READING CLINIC—SUMMER SCHOOL.

(Left)

The "Reading Workshop" at Howard is divided into lecture and laboratory periods. The latter includes demonstration diagnostic testing; demonstration remedial teaching; instruction in the making of corrective reading materials; demonstration of the use of special apparatus for the detection of visual difficulties; demonstration of the use of special apparatus in remedial work; and a demonstration of the making and use of reading games

PRESIDENT MORDECAI W. JOHNSON

Dr. Johnson delivered the Rauschenbusch Lectures at Colgate-Rochester Divinity School, Rochester, New York, the spring of 1940

Right:
Interior View of Women's Dormitory

1882 LANE COLLEGE 1940

Jackson, Tennessee

A STANDARD, fully accredited Senior Liberal Arts College with a great purpose and a Modern Progressive Program. The work of this College is fully approved and accredited by the Regional Association, the Association of American Colleges, various state Boards of Education and all other educational agencies. It has 10 large brick buildings and 2 cottages.

The Fall term begins Monday, September 16, 1940. The formal opening will take place on Wednesday morning, September 18, 1940.

The work of the Summer School is now under way. This School will close with the Convocation, August 16, 1940.

This famous school is generally considered as one of the strong colleges supporting high scholastic standards, and a fine Christian atmosphere. During the past 57 years of its existence, it has graduated more than 1,000 men and women in many walks of life. Among those who have been trained at Lane College are ministers (bishops, presiding elders, pastors and missionaries), school teachers (College Presidents, Principals of high schools, and the like), lawyers, doctors, mechanics, social service workers and business men, besides thousands of undergraduates who have gone out to bless the communities in which they live.

Courses of Study: College Classical and Scientific, leading to the A.B. and B.S. degrees: Pre-Law and Pre-Medical courses are also offered. The Ministerial Training Courses are especially attractive. Aside from the regular college courses with their majors and minors, opportunity will be offered to the students to work out majors and minors in Home Economics, Music and Religion.

The College Faculty is composed of twenty-two men and women of thorough and liberal training, large experience and sound scholarship. They represent some of the finest and best colleges in this country—both North and South.

The College Plant is composed of eight large buildings of brick construction, and two cottages located on a plot of land that overlooks the city of Jackson. Its location is almost ideal. The drainage is perfect, and the sanitation is all that is desired. There has never been an epidemic of any kind on the campus of this College.

Lane College Memorial-Endowment Fund

The campaign inaugurated two years ago is now under full way. The goal or objective is $500,000.00. This movement is sponsored by the entire Colored Methodist Episcopal Church connection. The last General Conference of that Church approved of it, and each conference is required to

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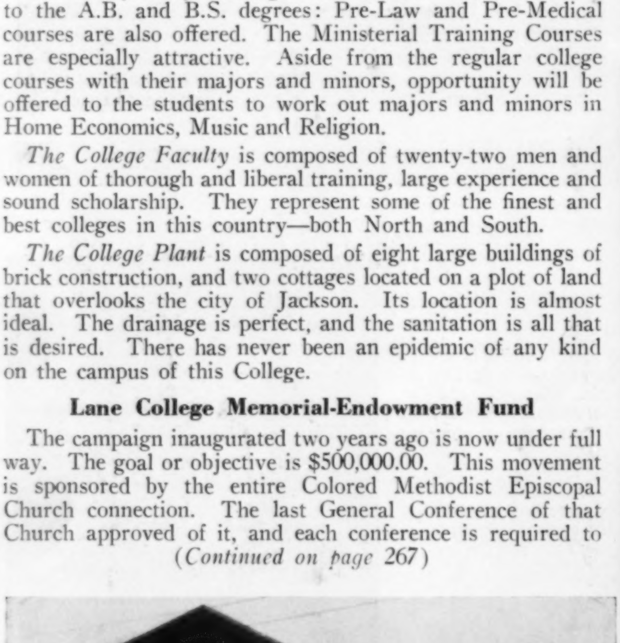


Top to bottom: The College Hall, main Administration building; New Science Hall; Chemistry laboratory; biology laboratory; library reading room. Left: Cleaves Hall, women's dormitory

Lincoln University of Missouri

Dr. Sherman Scruggs
President

LINCOLN UNIVERSITY OF MISSOURI is a state-supported institution located on the Missouri River at Jefferson City, the state capital.

Lincoln is unique in that it was founded (in 1866) by the soldiers of the 62nd and 65th United States Colored Infantries and its first president was an army lieutenant (Richard B. Foster). Until the third decade of the present century the institution had limited its effort to doing a quiet job of educating youngsters from the hinterlands of the state and sending them back to man the classes in outstate schoolhouses, out of which came late in 1939 the first cooperative Negro high school in the country (located at Festus, Mo.). The school had left the fanfare that goes with national reputation and appeal to her more ambitious sister-institutions and concentrated upon the local scene. It became a state institution in 1879 and by 1891 was providing normal school and industrial arts training. By legislative act introduced by a lone Negro State representative in 1921, the name was changed from Lincoln Institute to Lincoln University. Whatever fears existed that the name might be confused with that of its namesake in Chester County, Pennsylvania, have been worn down with the years, especially with the practice of newspapers to add (Mo.) or (Pa.) behind one or the other.

Under President Nathan B. Young (1923–27, 1929–31) the first college class graduated and the high school department and the teacher-training curriculum (both in 1926) were accredited by the North Central Association of Colleges and Secondary Schools. The "North Central," institutional yardstick to which Lincoln gears its pace to insure sound development, accredited the four-year college of arts and sciences not long after Young's departure (in 1934), and was recently consulted before either the School of Law or the Graduate School was added in order to insure recognition of the work of their graduates.

With Sherman D. Scruggs (A.B., Washburn College, M.A. and Ph.D., University of Kansas, and former supervisor of Negro schools in Kansas City, Kansas) came not only curriculum growth but also internal and administrative stability and the greatest program of expansion the institution has ever set forth.

Present-day Lincoln University—a twenty-year system starting with the laboratory nursery school and concluding with the law and graduate schools—consists of a campus of forty acres overlooking the mid-state city of 23,500 whites and 1500 Negroes; a sixty-acre farm on the edge of the campus, and another 163-acre farm located across the Missouri River in an adjoining county; five administrative and instructional halls, three of which have been erected since 1931 (a new home economics practice cottage is now being built by students); five residence halls (another dormitory for young women is scheduled for completion by January 1, 1941), and a central heating plant. The campus is being landscaped and provided with wide and hard-surfaced roadways by the WPA.

A student at Lincoln pays $203 to $234 a year for tuition, room and board (the non-resident fee is $20 per semester); eats well-cooked foods; is examined for his health at least once a year; has a large gymnasium, athletic field, five tennis

(*Continued on page 267*)

Top: Campus view showing, right, President's home, and, clockwise, Barnes-Krekel Hall (girls); Schweich Hall (cafeteria-home economics); Allen and Yates Halls (boys); Young Hall (Administration-Library); Memorial Hall (classrooms-offices). Second: Class, School of Law, St. Louis; Third: Modern equipment in business administration training; Bottom: Bennett Hall (girls)

LIVINGSTONE COLLEGE:

The Gateway to a Christian Education

Main Entrance

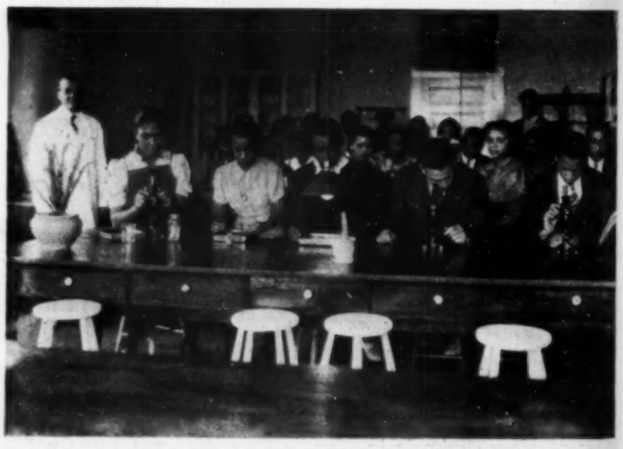
Goler Hall, Girls' Dormitory

THIS college was founded in 1879, opened its doors in Concord, N. C., in 1880, and moved to Salisbury in 1882. The illustrious Joseph Charles Price was the first president of the new college. The aim of the institution has, from the beginning, been to serve humanity and the Negro race by training young men and women for Christian leadership. It is a member of the Association of American Colleges and has approved rating by accrediting agencies.

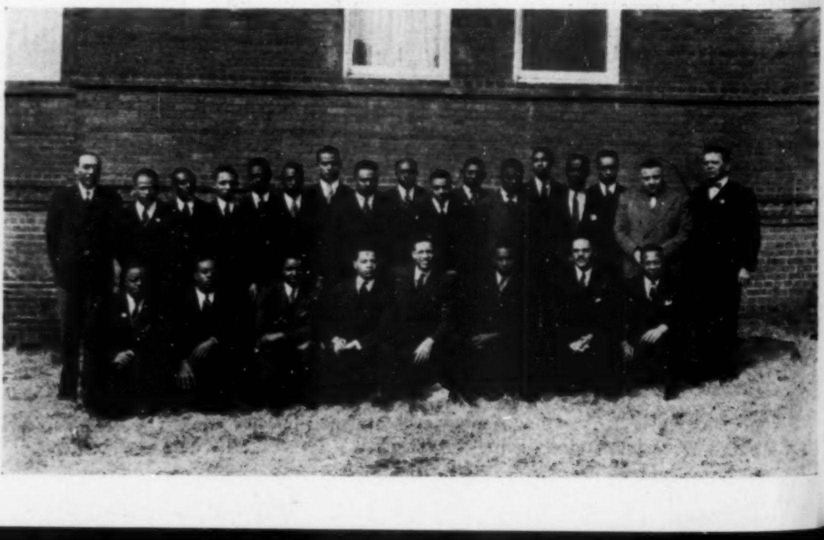
Educational Ideals

The intellectual aims of Livingstone college are to encourage the search for truth, to develop the ability of the student to think clearly, accurately and fearlessly on all subjects and to express his thoughts effectively. An environment sympathetic to Christian ideals and Christian faith envelopes the student while he is endeavoring to attain that which the college offers. These ideals are approached through various mediums of activities and organizations. To aid in inculcating the habits of intellectual honesty and a fearless search for truth, the curriculum has been wisely chosen for qualities of intelligent guidance; and student groups have been organized to engage in independent study and research.

Since Christianity is the foundation-stone upon which the educational scheme at Livingstone is predicated, much attention is given to the spiritual guidance of the student. Religious organizations play an important part in the campus life. The Department of Theology and Religious Education, which has been recently re-organized for specific training of ministers and other religious leaders, exerts immeasurable influence for good on the campus. Self-reliance and individual initiative are encouraged in those who attend Livingstone. The graduates are expected to be able to rely on their own resources—to help initiate programs of public welfare—to be an asset to their community. This is impossible without self-confidence, self-reliance and vigorous initiative. Student government is a definite part of the college's program; a system of student tutoring is utilized to aid the new student; and students do the majority of the labor on the campus.



Science Class



Students in the Hood Theological Seminary of Livingstone College. Professors J. A. Clement and J. H. Satterwhite, extreme right on front row; Dr. J. F. Moreland, guest lecturer, and President W. J. Trent, extreme right on back row

Entries in The Crisis Beautiful Child Contest

Robert Daigre Baranco, Baton Rouge, La., is just over 3 years old. His parents are Dr. and Mrs. R. M. Baranco, 649 So. Sixteenth St. His father is a medical doctor

James Madison Nabrit, 3rd, Washington, D. C., is just over eight years old. His parents are Mr. and Mrs. James M. Nabrit of 654 Girard St., N.W. Mr. Nabrit is the Secretary of Howard university

Gertrude Roberta Scott, Henderson, N. C., is three years old. Her parents are Mr. and Mrs. Robert B. Scott, 420 Rock Spring St. Mr. Scott is a chauffeur and Mrs. Scott is a beautician

Archie William Douglas, Columbia, S. C., is four and a half years old. His parents are Mr. and Mrs. Archie W. Douglas, 1216 Pine Street. Mr. Douglas is a chef

Alphonso and Alonza Pinder, Miami, Fla., are twins of nine and a half years. Their father Joseph Pinder, 826 N.W. Third Avenue, is a barber, and their mother is deceased

Ruben Altiery Whitby, Oklahoma City, Okla., is almost four years old. His parents are Mr. and Mrs. Malcolm Whitby, 423 N. Durland. Mr. Whitby is a music teacher

Winners in the Beautiful Child Contest will appear next month

New President Chosen

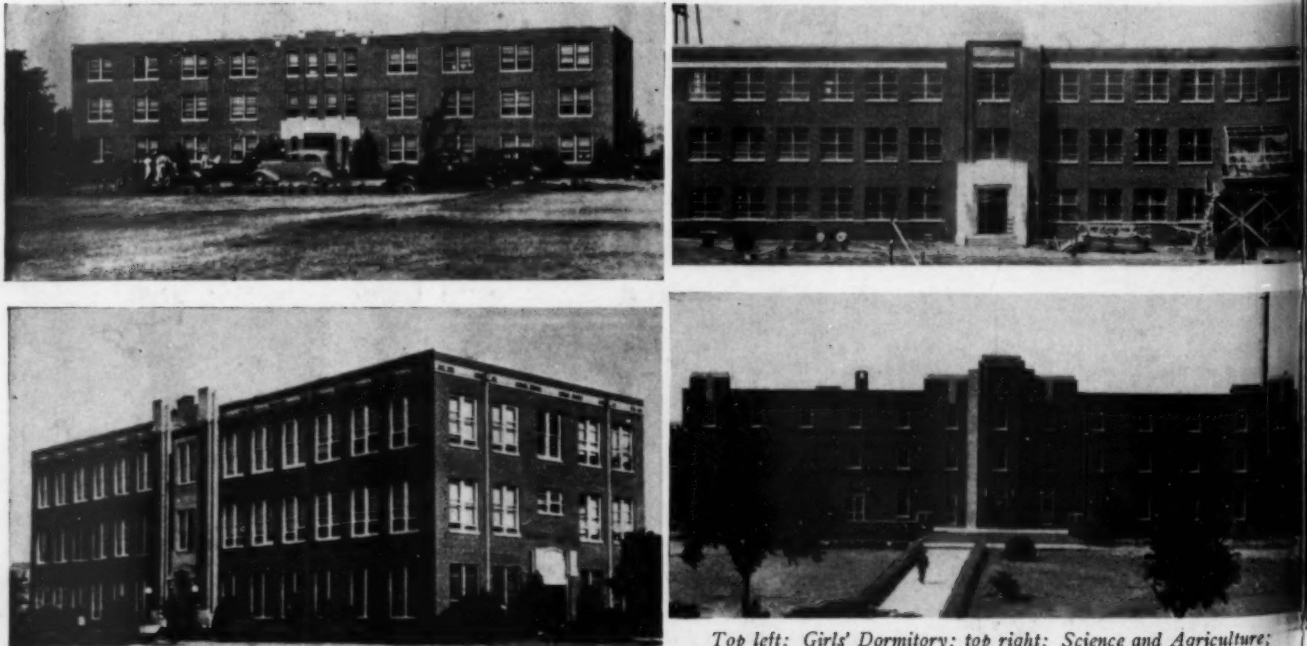
MUCH interest was aroused throughout the nation in the formal inauguration of Dr. G. Lamar Harrison as president of Langston University, May 5, 1940. To understand the basis of this interest one must review some highlights in the development of Oklahoma's only institution for the higher education of Negroes. Founded in 1897 by Act of the Territorial Legislature, the University has trod a precarious path beset in many places by political pitfalls and often leading through the morass of confusion and stagnation, but emptying at last into the broad fields of promise. Probably no college in America has enjoyed a more phenomenal growth in recent years than has Langston. Its enrollment of scarcely 500 in 1936 has climbed to 1,067 in 1940.

The greatest handicap to its unbroken progress during the past twenty years has been the inescapable change of administrations every four years, due to political manipulation. However, in an attempt to remove the institution from the clutch of such unwholesome influences, the 1939 session of the Oklahoma state legislature created the board of regents of Oklahoma colleges and charged it with the supervision of seven state teachers' colleges, including Langston University. After the first staggered terms, each member is to have a seven-year tenure calculated to prevent the Board's subjection to political influences.

In spite of handicaps the University has gradually won an enviable place in the vanguard of land grant colleges. It has an annual budget of approximately $180,000 for salaries and maintenance, a faculty of sixty-five, and a student body drawn from sixteen states. Many of its former students have made worthy records at such well-known graduate schools as the University of Iowa, Northwestern University, University of Kansas, University of Chicago, and Columbia University. Its graduates occupy one-half of the high school principalships in Oklahoma, and approximately all positions as teachers of vocational agriculture. Last year its football team was recognized by the leading sports commentators as national champions.

President G. Lamar Harrison

To head this growing institution in the midst of a transition which, it is hoped, will lead to early accreditation by the North Central Association of Colleges and Secondary Schools, Dr. G. Lamar Harrison was called from the directorship of the department of education at Prairie View (Texas) State College last January. Previously he had headed the departments of education of West Virginia State College and Virginia Union University. He had also gained a wide knowledge of college administration while serving on the board of regents of Wilberforce University, having been appointed to a four-year term by the Governor of Ohio. His academic training was secured at Howard Univ. (A.B.), University of Cincinnati (M.A.), and Ohio State Univ. (Ph.D.).



Top left: Girls' Dormitory; top right: Science and Agriculture; bottom left: Administration; bottom right: Sanford Hall

for Langston University

President's Home

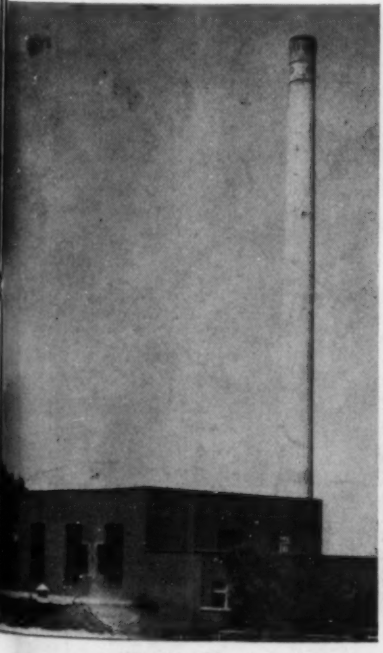
Home Economics Practice Cottage

The Infirmary. One of the many buildings under construction

President Harrison's formal inauguration was one of the biggest events Oklahoma Negroes had witnessed in many years. It was attended by the Governor of the state, the chairman of the board of regents of Oklahoma colleges, a large number of state legislators, representatives from sister colleges, President John W. Davis of West Virginia State College who was guest speaker, and more than two thousand less famous spectators. Ceremonies were broadcast over the state's most popular radio station WKY.

An analysis of Dr. Harrison's inaugural address reveals him as a progressive leader with a progressive program. Under his administration Langston University aspires to new heights unattained before.

Football Team. National Champions, 1939



Heating Plant

Typical Summer School Class

LINCOLN UNIVERSITY

PENNSYLVANIA

LINCOLN UNIVERSITY, founded more than eighty-five years ago, as "an institution of learning for the scientific, classical and theological education for colored youth of the male sex," offers exceptional opportunities for bright and ambitious students who wish to make the most of themselves and to contribute something worthwhile to the life of society.

A Glance Backward

The institution was founded by Rev. John Miller Dickey, a Presbyterian minister of Oxford, Pennsylvania, and was granted its first charter April 29, 1854, under the name of "Ashmun Institute." In 1866 a new charter was granted, and the name was changed to "Lincoln University." The College of Liberal Arts and the Theological Seminary are the departments of the University.

Academic standing of the College is approved by the College and University Council of the State of Pennsylvania, the American Medical Association, and the Middle States Association of Colleges and Secondary Schools.

Strategic Location

Lincoln University is situated on the Baltimore Pike, U.S. Route #1, approximately half way between Philadelphia and Baltimore. It is midway between the four largest centers of the Colored population of the world—New York, Philadelphia, Baltimore, and Washington; and is easily accessible to all of them. It is at the gateway to the South, and yet near to the institutions where many graduates go for professional study.

Healthful and Congenial Surroundings

Lincoln University is situated on high ground in a beautiful natural setting among the hills and rich farmlands of Chester County, Pennsylvania. With bracing air, an abundance of pure water from artesian wells, and every encouragement for physical exercise and athletic sports, the conditions are ideal for a wholesome and happy campus life and the development of a sound mind in a sound body. Lincoln University offers special attractions for the studious man who wishes to be free from the distractions of city life.

Representative Student Body

Probably no institution in the country, of similar size, draws its students from a wider area. Of the 389 students enrolled in 1939 to 1940, 26 states are represented. 15 students came from Africa, and 8 from the West Indies and South America.

Extra Curricular Activities

These include all the activities found in the usual American college. Social life finds expression in the fraternities, intellectual life in the literary and scientific and dramatic clubs, religion in the Y.M.C.A., and other forms of religious culture, journalism in the "Lincolnian," and athletic ability in intercollegiate and intramural sports, football, baseball, basketball, track, soccer, tennis and gymnastics. Debating teams each year meet with representatives of leading institutions in this country and abroad. The Music Club of more than thirty members gives concerts in various cities, and in the past years has taken trips reaching from Boston to Chicago.

Memorial Arch

Faculty

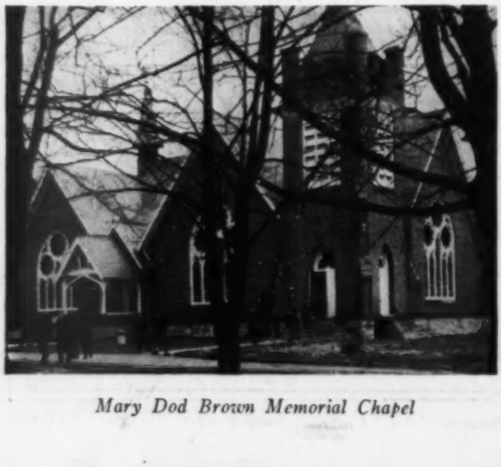
On the teaching staff are 26 men about equally divided between the two races. Many have the PhD. degree, and are members of Phi Beta Kappa. The training at Lincoln has two supreme ends in view: The development of the power of initiative and leadership, and the cultivation of the spirit of service.

College Expenses

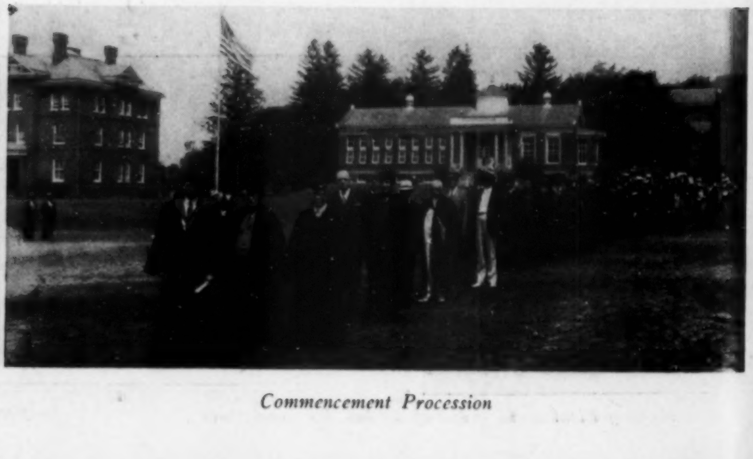
A year's tuition is $120, board and room for a year about $230. $400 will meet the entire charges of a student for one year. A limited number of scholarships and work opportunities are available.

Laboratory View

Randall Hall



Mary Dod Brown Memorial Chapel



Commencement Procession

MOREHOUSE COLLEGE: Higher Education for Negro Men

SINCE its beginning in 1867, Morehouse College has graduated approximately 1,000 men with college degrees, many of whom have achieved national distinction in their chosen professions. In the realm of religion, education, medicine, law and business the Morehouse graduates have wrought nobly and constructively. Throughout its history the College has striven to produce men of high intellect, noble character, spiritual sensitivity, community-mindedness, poise and balance. It is the only institution of its magnitude in the deep South devoted solely to the higher education of Negro men. It is a Class A college having been rated by the Southern Association of Colleges and Secondary Schools. Its faculty is able. The professors have studied in and received degrees from many of the leading colleges and universities of America and Europe. Its graduates are admitted, without examination, to do advanced work in the outstanding universities of the nation. Its library and scientific equipments are adequate. Affiliated with Atlanta University and Spelman College, the Morehouse student is exposed to a wealthy variety of courses and a number of brilliant professors.

The cost is not prohibitive. Without working outside the student can make it through the year on approximately $300. The College has a limited number of jobs and scholarships for worthy men. Students are drawn from twenty-eight states and the District of Columbia. Debating, dramatics, athletics, music and religious activities are all live features. For further information address the President or Registrar.

Left, above: Campus scene. Graves Hall in background, Science building on left. Sale Hall (lecture rooms and chapel) and Robert Hall (upper classmen's dormitory) also in background

Right, above: Campus scene, 1940 Commencement, following memorial services at the grave of the late Dr. John Hope

Left, below: Science building. Erected 1921. Devoted exclusively to depts. of chemistry, physics and biology. Contains lecture rooms, apparatus rooms and laboratories

Right, below: Historic Graves Hall. Dormitory for freshmen and sophomores. Erected 1889. Named after President Graves

MORGAN STATE COLLEGE

MORGAN State College was chartered under the laws of the State of Maryland on November 27, 1867. The name of the institution at that time was The Centenary Biblical Institute. The primary purpose was to train young colored men for the Christian ministry.

The institution struggled along until 1890, when the Chairman of its Board of Trustees, the Reverend Doctor Lyttleton F. Morgan, gave a considerable sum of money for the purpose of providing training on the collegiate level. The name of the institution was then changed to Morgan College in honor of the donor and Chairman of its Board of Trustees. Morgan College then became a college of liberal arts and soon thereafter eliminated the training of ministers. In 1917 the College purchased an eighty-five acre site in the northeastern section of Baltimore City. The institution moved to this site in September, 1918, and has occupied the same ever since.

On November 20, 1939, Morgan College was officially transferred to the State of Maryland with the title Morgan State College.

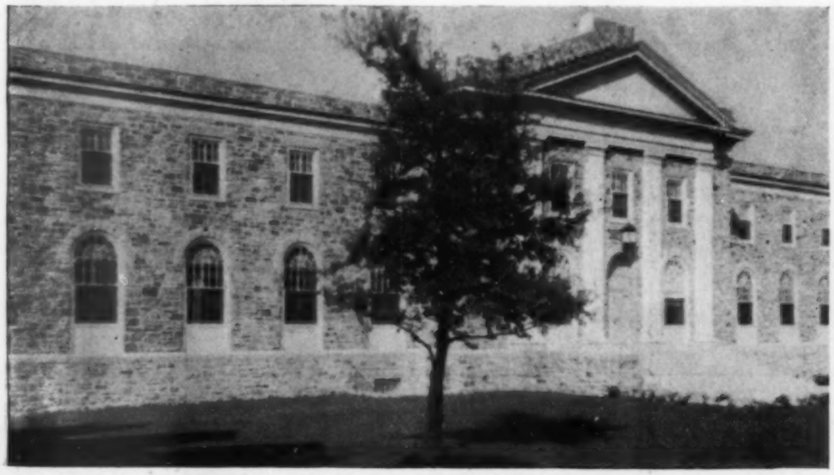
Baldwin Hall, Dormitory for Men

The College Personnel

Morgan State College is controlled by a Board of Trustees appointed by the Governor and Board of Public Works of Maryland. This Board is composed of five white and four colored persons. The administrative officers of the College are D. O. W. Holmes, President; George C. Grant, Dean; James H. Carter, Business Manager-Secretary; and Edward N. Wilson, Registrar. The faculty is composed of twenty-two men and twelve women.

The Enrollment

For the academic year 1939–40 the College enrolled 257 men and 495 women, a total of 752, not including the Summer School. The largest number of course came from Maryland. However, there were eighteen other states as well as two foreign countries represented in the student body. Following Maryland, New Jersey and New York in order produced the next largest number of students at Morgan State College.



The Library

Fees

The tuition fee is one hundred dollars per year, or fifty dollars per semester. The registration and incidental fees amount to thirty-two dollars per year. Room, board and laundry may be secured for two hundred and seven dollars. This makes a total of three hundred and thirty-nine dollars for all expenses, excluding textbooks and school supplies. A student living at home and coming to the College each day must pay one hundred and thirty-two dollars for the academic year.

The Summer School

Morgan State College Summer School opened its twenty-first session on June 24. Four hundred and forty students enrolled, ninety per cent of whom are public school teachers in Maryland and twelve other states. An outstanding feature of the Summer School is the operation of four demonstration schools where those who are pursuing courses may observe teaching procedures. The elementary demonstration school is located on the campus. The junior high school demonstration classes are located in the city not far from the campus. There are also two rural demonstration schools in Ann Arundel County, about one-half hour's distance by automobile from the campus. The rural teachers particularly find these schools most helpful.

PAINE COLLEGE

UPON the invitation of the leaders of the Colored Methodist Episcopal Church an act was passed by the General Conference of the Methodist Episcopal Church, South in session in Nashville, Tennessee, in 1882 authorizing the Southern Church to cooperate with the Colored Methodist Episcopal Church in the opening of an institution for the training of Negro leaders, at that time chiefly ministers and teachers. An organization committee consisting of three southern whites and three southern Negroes met in Augusta, Georgia on November 1, 1882, and decided to establish such an institution in Augusta, Georgia. They named it Paine in honor of Bishop Robert Paine at that time the Senior Bishop in the Methodist Episcopal Church, South. Class work was begun in rented quarters in the basement of a building on Broad Street in Augusta in January of 1884. The institution was moved to its present site in 1886.

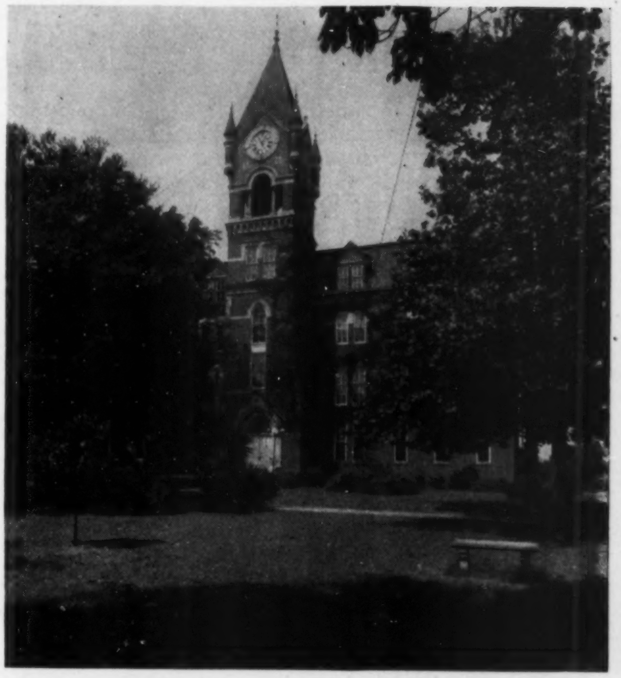
For nearly sixty years Paine College has given an example to the nation and the world of cooperation between leaders of the two races in the South in the educational development of young Negroes. The Board of Trustees from the very beginning has been an inter-racial body about equally divided between the two races. The first Negro member of the faculty was added in 1888; now more than fifty per cent of the faculty members are Negroes. There has never been any difference in pay of Negro and white members of the faculty nor any difference in the pay of unmarried men and women. Through all the years the College has stood for equal pay for equal work based upon equal training.

The enrollment of the College has never been great, partly due to the desire of the Board of Trustees and the faculty to do an intensive rather than an extensive type of work. This desire for excellence in work offered has made it necessary to restrict the type done to the liberal arts curriculum. A splendid physical plant and adequate equipment for work of this nature have been provided.

The faculty for the school year of 1939–40 consisted of nine men and eleven women. There was a college enrollment of 328. The boarding facilities are limited to approximately two hundred; one hundred men and one hundred women. The approximate cost of a year's training is $235.00 for boarding students and $80.00 for city students.

Some assistance is given to about seventy-five students each year on these moderate charges in the form of part time jobs. Very great emphasis is placed upon community work through cooperation with Bethlehem Center, a community house for Negroes situated about one-half mile

(*Continued on page* 269)



Left: a section of the sewing room showing sophomore students at work on various projects. Right, top to bottom: Haygood Hall, the main building; section of campus showing Mary Helm Hall, the Home Economics Music and High School building, and Bennett Hall, women's dormitory, in background; the Physics laboratory

HISTORIC SHAW: 75 Years of Service

FOUNDED in 1865, Shaw University, Raleigh, N. C., one of the oldest American institutions constructed especially for the higher education of Negroes, continues to contribute to American life through its traditional emphasis on a Christian education of character and of culture. Through its program emphasizing religious, political, sociological, and economic problems as they affect the Negro in particular, the historic North Carolina institution is still adding well-trained citizens to the 10,000 graduates and former students who have received their training at Shaw.

It offers now courses leading to the A.B., B.S., and B.D. degrees. Students are prepared for elementary and high school teaching and the Christian ministry, or to enter professional schools of law, medicine, dentistry, and social service. Many Shaw graduates received LL.B., M.D. and Ph.G. degrees when the University operated schools for instruction in these fields.

Five presidents have administered the affairs of the Shaw University: Dr. Henry Martin Tupper, the Union Soldier, founded Shaw and served until 1893; Dr. Charles Francis Meserve was active from 1893 to 1919; Dr. Joseph L. Peacock, 1920 to 1931; Dr. William S. Nelson, the first Negro president, 1931 to 1936; and Dr. Robert P. Daniel, who has directed the school since 1936.

During its existence Shaw University has operated a medical school, a law school, a school of pharmacy, an academy, a school of religion, and a college of arts and sciences, the last two remaining active throughout the years. Many of its graduates have held positions of state and national inmportance.

Four hundred fifty-eight students receive instruction in biology, chemistry, dramatics, economics, education, English, French, German, history, home economics, mathematics, music, philosophy, psychology, physics, religion, sociology, and Spanish. A staff of forty-three persons trained at outstanding institutions from all sections of the country is responsible for this instruction.

Shaw University graduates have contributed to the founding and development of at least five North Carolina institutions of higher education. It is the first institution of higher education for Negroes rated by the North Carolina State department of public instruction.

(*Continued on page 267*)

Top to bottom: Meserve Hall, the President's home; Shaw Hall, oldest building on the campus and men's dormitory, recently renovated at a cost of $10,000; Shaw University Choral Society, Professor Harry Gil-Smythe (center, bow tie), Director, which has toured extensively, North and South and performed frequently over the radio, winning high praise

STORER COLLEGE: In John Brown Land

STORER College situated at Harpers Ferry, W. Va., in John Brown land, where the lovely Shenandoah and historic Potomac Rivers meet and break through the Blue Ridge Mountains, occupies one of the most historic and scenic campuses in America.

The faculty is receiving a 20% increase in numbers this year, made necessary by a 100% increase in college enrollment last September.

The New Pamelia E. Cook Hall for Home Economics will be ready for occupancy in September and will be one of the finest buildings of the kind in the country.

During the year new physics laboratories have been completed and large increase has been made in all kinds of apparatus for the various science courses.

The college library housed in Lewis W. Anthony building has made a remarkable growth in books, facilities and services. The staff administering it numbers five.

In a high dry setting, problems of health are reduced to a minimum. Athletics, music organizations, dramatics, lectures, debating add to students life.

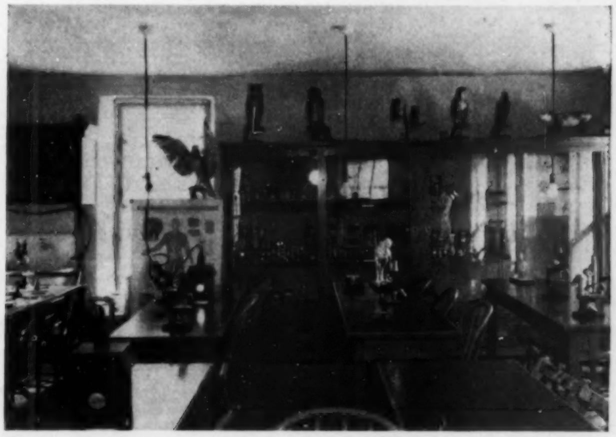
Storer emphasizes sound scholarship, in an atmosphere of positive Christian living, under men and women of high scholarship and positive beliefs.

Catalogs, pamphlets, booklets showing life here available.

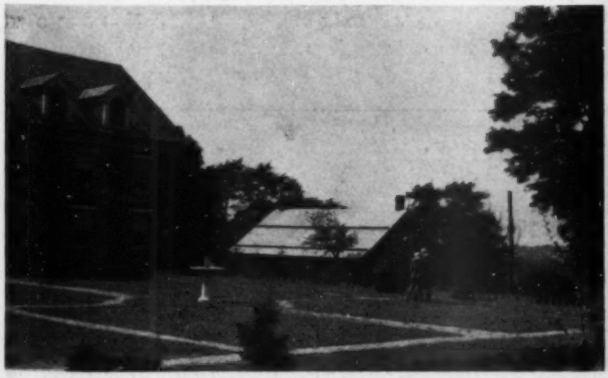
Dr. Henry J. McDonald is President. Mrs. Pansy W. Cook is Registrar.

Soldier's Gateway

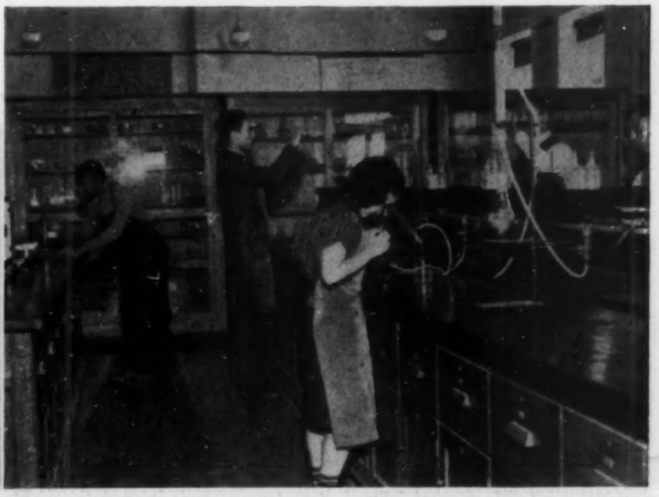
Mosher Hall for Men



One of the biological laboratories



Brackett Hall and the Library



A Chemical Laboratory

Johnson C. Smith University

JOHNSON C. SMITH UNIVERSITY, of Charlotte, N. C., was founded under the auspices of the Presbyterian Church, U. S. A., in 1867. During its first decade, it was known as Biddle Memorial Institute. From 1877 until 1923 it bore the name Biddle University. Upon the receipt of large donations from Mrs. Jane Berry Smith, in 1923, the name of the institution was changed to Johnson C. Smith University, in honor of her deceased husband.

The institution includes a college of liberal arts and a theological seminary for the preparation of ministers. The college of liberal arts offered, until well along in the present century, the type of classical curriculum which was typical of the American college of the time. With the growth of sciences—natural sciences and social sciences—and with the rapidly increasing demand for modern curriculum offerings, the college has broadened and liberalized its courses greatly. Majors are offered in Biology, Chemistry, Elementary Education, Economics, English, French, General Science, History, Mathematics, and Sociology. An excellently equipped science building makes possible not only routine laboratory work, but enables faculty members to carry forward research projects of high quality.

The library includes more than 23,000 books, as well as several dozen magazines and newspapers. Through judicious purchase of new materials as they appear, the supply of reading material is kept up-to-date and well adapted for use in enriching course work in the various departments.

Accredited organizations give the instruction offered in the college of liberal arts their highest ratings. The Southern Association of Colleges and Secondary Schools gives it the Class A rating. The American Medical Association gives its pre-medical work the same rating. Graduates who have entered northern universities for graduate and professional work have pursued their studies successfully, evidencing thereby the high quality of the undergraduate preparation received in the university.

The theological seminary is fully standardized and is a

(*Continued on page 267*)

Top, left: The 1940 football squad. Athletics play an important part in the all around development of the college student at Johnson C. Smith University. The Smith team ranked in the first division of its conference, the C.I.A.A.

Top, right: The James B. Duke Memorial Hall completed Feb. 1, 1940, dedicated April 7, 1940. Residence hall for women students. Accommodations for 110 women with additional room for guests, matrons, and nurse. Spacious social hall, reception parlor, laundry, and beauty parlor

Bottom, left: Honor graduates—class of 1940. Reading left to right: front row, R. T. Amos, Oxford, N. C.; R. T. Marshall, Chicago, Ill.; E. A. Davidson, Charlotte, N. C.; A. R. Collins, Camden, S. C.; M. W. Davidson, Charlotte, N. C.; R. K. Corbett, Rocky Mt., N. C.; back row, N. R. Best, Warsaw, N. C.; J. L. Walker, Charlotte, N. C.; E. A. Adams, Jr., Columbia, S. C.; M. D. Kemp, Macon, Ga.; R. H. Curry, Birmingham, Ala.; C. W. Jones, Jr., Newberry, S. C. Absent from group, Mrs. G. E. Davis, Charlotte, N. C.

Bottom right: Alumni parents of 1940 graduates with President H. L. McCrorey. His presidency covers the years' span of both the alumni parents and the present graduating class. The parents are grouped behind their respective sons or daughters. Reading left to right: W. B. and C. B. Dusenbury, D. J. and T. E. Craig, W. H. and A. P., Jr. and A. P. Corley, Sr., C. A. and I. P. Pogue, Sr., President McCrorey, E. A., Jr. and E. A. Adams, Sr., R. T. Marshall, A. E. Cephas, S. E. Yarborough and H. T. McFadden, J. H., Jr. and J. H. Ward, Sr., C. W. Jr., and C. W. Jones, Sr.

TOUGALOO COLLEGE

TOUGALOO, MISSISSIPPI

THIS college was founded in 1869 by The American Missionary Association and is accredited by The Southern Association of Colleges and Secondary Schools. Its Seventy-second Academic Year begins Monday, September 16, 1940.

Tougaloo College through its activities aims to give to its students an understanding and appreciation of the scientific, cultural and spiritual achievements of man, and to fit them to function as useful, self-reliant citizens of a democratic society.

Curricula:

1. A standard four-year liberal arts curriculum
2. A standard four-year home economics curriculum
3. A standard four-year pre-professional curriculum
4. A well-balanced teacher-training curriculum

Faculty: A highly trained bi-racial faculty holding advanced degrees from the leading colleges and universities of the country.

Student Activities: A variety of interesting student activities, including intercollegiate and intramural athletics, dramatic, literary, and debating clubs, choir, glee clubs, young men's and young women's Christian Associations.

Physical Plant and Grounds: The classrooms are well kept and thoroughly equipped to give the most modern instruction in the social and natural sciences. The dormitories for men and women are noted for their cleanliness, sanitary equipment, and homelike atmosphere. The College owns about 500 acres, including campus, farm land, and forest.

The College campus is noted for its beauty, fitness, cultured tone, and friendly atmosphere.

Public Approval: Discriminating visitors always praise our way of life and quality of work. "We did not expect to see such an excellent college," is the ever recurrent comment.

Special Contributions: For over seventy years Tougaloo College has maintained high standards in physical equipment and curriculum offerings. It is the pioneer and only accredited liberal arts college in Mississippi. Its progressive tendencies are made evident by the courses offered.

For example:

The South—a study of the region with reference to its resources and socio-economic problems as they relate to the lives of the people.

Cooperatives—the history, development and present status of the cooperative movement both here and abroad.

Expenses: Reasonable. Opportunities for self help are available. For latest catalogue and special information, write The Registrar, Tougaloo College, Tougaloo, Mississippi.

Galloway Hall. Men's Dormitory

Beard Hall. Women's Dormitory

A Class in English

Holmes Hall. Main Academic Building

Tuskegee Trains for Living

FROM a faculty of one teacher, an enrollment of thirty pupils, and a plant consisting of a borrowed church and a discarded hen house in 1881, Tuskegee Normal School has developed in 59 years to a faculty and staff of 217, a college enrollment of 1282, a total year's enrollment (including laboratory schools and summer school) of over 3000, and a plant of 3500 acres and 132 buildings.

Booker T. Washington founded Tuskegee Institute; Robert R. Moton, his successor from 1916-1935, expanded the program and the plant; F. D. Patterson, the present president in quick step with modern times, introduced the rapidly growing course of Commercial Dietetics for training hotel employees and in May, 1940, gave Tuskegee's first certificates to the young men who completed the primary course in aviation. The summer of 1940 finds the second group of men in primary training for civilian pilots and qualified men looking forward to secondary training in aeronautics at Tuskegee.

The beauty of Tuskegee's campus and buildings, the practical nature of its training, the excellence of its faculty, the achievements of its students in music, athletics, industry, agriculture, business, education and rural leadership as well as in the professions are proverbial. Tuskegee-trained cooks, brick masons, electricians, dietetians, teachers are in constant demand.

Recently the sports world—East, West, and even in war-torn Europe—has bowed before the prowess of Tuskegee athletes—men and women.

Distinguished leaders from all nations in all fields of activity come to Tuskegee by the hundreds to study the plant, hear the singing, confer with the President, address the students, and to see the world-famed Dr. George Washington Carver.

Not only may a student choose any one of 41 trades offered, or work for the degree of Bachelor of Science in agriculture, mechanical industries, home economics, physical education, education, commercial dietetics, or a diploma in nurse training; but he may spend his leisure hours reading in the library (52,000 volumes), working at the Little Theatre, playing on the championship tennis courts or on the golf course, enjoying the beautiful tile swimming pool, writing for the *Campus Digest,* the student newspaper, practicing with the Debate team, rehearsing with the choir, band, or orchestra, or studying the marvels exhibited in the Carver Museum.

Rating and Occupational Distribution

Total Acreage		3550
Number of Buildings		132
School Enrollment: 1939-40 (Sept.-May)		
Agriculture	246	
Business	58	
Education	187	
Home Economics	189	
Commercial Dietetics	123	
Institutional Management	10	
Mechanical Industries	342	
Music	6	
Nurse Training	44	
Physical Education	77	
TOTAL ENROLLMENT (College)		1282
Total Value of Scholarships		$4500.00
College Tuition per Year		$75.00

The college department of Tuskegee Institute has been given "A" rating by the Southern Association of Secondary Schools and Colleges. The John A. Andrew Memorial Hospital (Home of Nurse Training School) has been given "A" rating by the American College of Physicians and Surgeons.

PLACEMENT ANALYSIS OF GRADUATES OF 1939 IS TYPICAL

Holders of Bachelor of Science Degrees and Junior College Diplomas

Total number of two groups	185
Number employed	174
Number unemployed or no information	11

Occupational Distribution For Class of 1939

Vocational teachers	34
Teachers of academic subject matter	55
Engaged in trade industries or agriculture	26
Clerical and secretarial	14
School principals	9
Registered Nurses	6
Miscellaneous	13
Other business enterprises	6
Musical supervisors	6
Graduate students	5
Total	174

Through the 59 years of its existence students of Tuskegee strive to keep alive the traditions of the Institute:

(Continued on page 267)

Contact! Tuskegee Students in Flight Training

TUSKEGEE
TUSKEGEE
TUSKEGEE
TUSKEGEE

TUSKEGEE'S WOMEN'S CHAMPIONSHIP ONE-FOURTH MILE RELAY TEAM

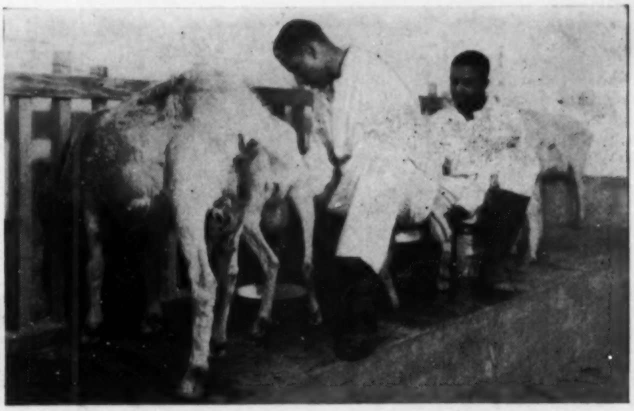
This team defended its title and for the fourth consecutive year won the National A. A. U., Women's Championships which were held at Ocean City, New Jersey, July 6, 1940. Members of the team, reading from left to right: Lulu Hymes, Rowena Harrison, Jessie Abbott and Lucy Newell

and for Making a Living

Future chefs learning the fine art of meat cutting

A Senior in Printing, Mechanical Industries, serving his interneship for the Atlanta Daily World

Learning to be Hospital Dietitians



Students of agriculture study the possibility of goats as a source of milk supply for the small farm family

AGRICULTURE EXTENSION BUILDING ON THE CAMPUS OF TUSKEGEE

All the skilled labor, including every brick laid, was done by Tuskegee students. The Assistant Superintendent of the job was a student of Tuskegee Institute

Wilberforce University Makes Progress

DR. W. E. DuBOIS in his address to the graduating class of 1940 pointed out that "the accrediting of Wilberforce University by the North Central Association is the greatest accomplishment in the history of the institution."

This eighty-four year old institution has at last moved up into the realm of academic respectability. The school is divided into three divisions: the College of Liberal Arts, the College of Education, and the Theological Seminary. At Wilberforce a sound and thorough training is given to each freshman and sophomore in basic cultural subjects before entering the fields of specialization.

The faculty of Wilberforce is well equipped, consisting of 45 teachers holding the degree Master of Arts or Master of Science in their field of specialization and 9 teachers holding the degree Doctor of Philosophy.

The Student Health Service is assumed by two physicians and two nurses and is of inestimable worth to the students who attend the institution. The physicians and nurses give their personal care and attention to every student.

The Athletic Department is directed by a faculty committee on athletics. Provision is made for participation in such sports as football, basketball, baseball, track, tennis, and golf.

President D. Ormonde Walker

The recently expanded library contains more than 15,000 volumes which provide the necessary references for research and investigation. The library is staffed with three competently trained librarians, eleven student assistants, and three WPA workers.

The university also provides military training for all young men of the freshman and sophomore classes, with advanced military training leading to a commission in the United States Army. The federal government provides a colonel and a captain as teachers of military science and tactics. Beginning with the opening of school in the fall of 1940

(Continued on page 267)

Graduates 1940. Top row: James Dunn, Liberal Arts, Social Administration (Dayton, O.); Phyllis Blackburn, Education, High School Teachers course (Dayton, O.); Imogene Morris, Education, Elementary Teachers course (Wyoming, O.); Rembert Stokes, Education, High School Teachers course (Dayton, O.). Bottom row: Arthur W. Williams, Education, Physical Education (Brooklyn, N. Y.); Margaret Williams, Liberal Arts, Pre-Medical, (Savannah, Ga.); Katherine Cochran, Education, Elementary Teachers course, (Louisville, Ky); James W. Walker, Education, High School Teachers course (Gary, Ind.)

WILEY COLLEGE

1873—1940

Group of 1939–40 freshmen co-eds. Front to back: Ruby Adams, Charlotte Welch, Richey Blount, Signorina McKinney, Dorothy Towles, Mildred Newton, Margaret Smith, Bluitt Hightower, Clarice Pierson, Birdie Wilson, Madalyne Flowers

WILEY, founded as a university in 1873, was reorganized on a strict *college* level in 1927. It has always admitted students without regard to church affiliations.

Its average annual enrollment is 500.

Its Student-Aid record is the marvel of educational administrators.

Its patronizing territory has steadily expanded from two to 26 states, District of Columbia and two foreign countries, constituting one of the most cosmopolitan of student bodies.

Over 1600 graduates located in 38 states and abroad until recently were occupationally distributed as follows: 46 per cent as public school teachers; 9 per cent college faculty members; 16 per cent ministers of various denominations; 5 per cent medical and allied professions; 10 per cent business; 1 per cent law. The rest are in government, domestic, farm and wage labor service.

The staff comprises 42 teachers and officers, representing 18 leading universities.

Wiley is the only class "A" Liberal Arts College for Negroes west of the Mississippi River. It operates four quarters—the year around.

It originated and conducts nine extension schools for teachers in service.

It offers functional courses in: art, beauty culture, commerce, library science, music.

Wiley has set the pace in extra-curricular activities—cultural and athletic—in the Southwest; pioneered in interracial and international relations movements.

It leads in student organizations; and offers splendid opportunities for the development of leadership and other talents.

President Matthew W. Dogan. Oldest college president in America in point of continuous service. Has signed diplomas of all except eight of Wiley's 1600 graduates

Left: Administration Building (science laboratories and home economics department)

Above: Dogan Hall, girls' dormitory. Modern construction and equipment, single beds. Capacity 135

The House of the People

By Edward E. Redcay

BANG! Once again our leisurely, bus-riding journey from Laredo, Texas, to Mexico City was interrupted. This time a rear tire had blown out just as we were crossing the three-hundred-years-old bridge which spans the Tula River near Ixmiquilpan. For us, this halt in our trip meant another opportunity to investigate at first hand this different way of life called Mexican. Furthermore, as many travelers know, during a long journey the problem of finding a comfortable way to sit frequently develops into a mild endurance contest. So the chance to stretch was seized with alacrity.

While Mary Jane rambled off to delve into the mystery of *tortillo*-making, her husband decided to investigate the activity centered around a building that we had passed shortly before. He discovered a rural school unlike any to be found in the United States.

The teacher, who previously had lived for five years in Texas, spoke English fairly well. He was more than willing to talk about his *escuela* (school). The *maestro* (teacher) had been born in this village and it was evident that he commanded the respect of the people who lived there. While his salary and supervision came from the Federal government, the school had a local autonomy peculiarly its own. The building had been constructed by the men of the village under his direction. It had cost practically nothing. The materials were always at hand; mud and clay for bricks, local woods for the simple equipment, and a thatched roof could be had for the mere cutting.

As could be seen from the activities, *the school was more outside than inside*. Gardening, carpentry, hygiene, sanitation, cooking, sewing,— ". . . things his people had to do every day,"—were of more importance than the 3 Rs. "The 3 Rs are taught," he hastened to explain, "but many Mexicans suffer and die, not because they cannot read or write, but because they do not know how to live."

"How sensible!" I exclaimed. All the while, however, thinking of approximately ten millions of Negroes who live in the southern states of the United States. For this group we offer, and have been doing so for years, a "sort of" schooling designed, primarily, to make them literate. Statisticans claim that ninety per cent are that. But how many of them are educated? How many of them know how to live? How many of them can do well the things they have to do anyway in the place where they have to live anyhow? One wondered! Perhaps in making literacy such an important educational objective for this underprivileged minority group we have neglected, or made more difficult, the task of raising their level of life as a race.

In this rural Mexican school both adults and children worked side by side in the school. "You must understand that the school is not only the building, it is . . .", and here he stopped speaking and swept his arm in a gesture that included the village and much more. Right now they were working hard to improve local agricultural practices, the quality of pottery, weaving and leather work, and conditions in the homes.

The impatient "tooting" from the vicinity of the bridge prompted me to say goodbye hastily and then dash for the bus.

Mulling it over while rumbling toward Pachuca, it was obvious that here was a school without any "pettygeese" (too technical pedagogy), little equipment, no autocrat of the classroom, and no tradition to stifle its natural, developmental tendencies. It was, on the contrary, a school with a strong and aggressive social bent, plus a vital sense of the immediate community. While the teacher may have been deficient in "professional" training, he possessed an unusual amount of that which no formal education can inculcate; that is, common sense. Painted above the door had been these words, *Casa del Pueblo* (House of the People). No name could more realistically express what seemed to be the nature of that rural school on the side of a hill near Ixmiquilpan. Let us hope that the nature of this school will not always be alien to that which characterizes so many of our own schools.

Miss Roberta Claytor, popular Knoxville college graduate

Meditations Upon the War and Democracy in America

By L. D. Reddick

In a few days
    Holland was gone,
    Belgium was gone,
    France was gone,
    English doom seems near.

I can not shed a tear for Holland.
    I remember the Dutch East Indies.
    I remember how the Boer drove my people into the earth.

I can not shed a tear for Belgium.
    I can never forget the Congo,
    How Leopold in his greed for gold
    Burst the entrails of his slave with naked rubber
    And mated our mother's sister with the man-ape.

I can not shed a tear for England.
    Full three centuries Britannia's held sway,
    "The sun never sets."
    One-fourth the world lay in her palm.
    A decent life for all she could have made.

Instead
    She pushed them down,
    Rode their backs,
    Flung the curses into their face,
    "The white man's burden," they called it.

I shed *one* tear for France.
    For tho she like the rest wrung sweat from blood
    Yet never did she preach that men be brutes or insist upon it.

I shed a tear for suffering humanity.
    But none for Britain and the gang.

The "blond" terror comes fast.
    Why do they come?
    They have guns!—many guns.
    Their planes dive low!—many planes.
    Their tanks spit fire!—many tanks.

But this is not it:
    They come fast because they believe they will come,
    They *say* they will come and they *do* come.

They *say* and they mean what they say:
    The naked fist—know that!
    Down with books—they burn the books!
    Death to liberty—and they kill liberty!
    Power, spirit, force!—they believe what they *say* and *do* it.

Why can not all the others stop them?
    Did Chamberlain really want to stop them?
    Did Daladier?
    And all those living with their fat hands filled?
    They were used to sitting on the people.

Only less than themselves did they love Hitler,
    Until too late . . .

The question for us, my brothers, is not
    How can we save them?
    Already, they may be lost.

But how can we save ourselves, America?
    This is it!

The President says we need more guns—
    Give us more guns.

The President says we need more planes—
    Let us have more planes.

But these can not save us.
    We must believe what we say and do it.

"All men are created equal," we *say;*
    Negro sits in Jim Crow.

"All have right to life";
    There are lynchings in Mississippi.

"Liberty";
    Share cropper can't move.

"Pursuit of Happiness";
    Can *I* sleep in the Robert E. Lee Hotel?

We *say* democracy;
    Do we *mean* democracy?

We say *all* of the people;
    Do we mean *all* of the people?

Oh men, it is late, not yet too late,
    Open our eyes, if we can open our eyes,
    Life to our system; power to our ideas!

Our only chance . . .
    WE MUST BELIEVE, DO, WHAT WE *SAY*.

In a few days
    Holland was gone,
    Belgium was gone,
    France was gone,
    English doom seems near . . .

In a few days, what will we do?

Along the N.A.A.C.P. Battlefront

1941 N.A.A.C.P. Conference to Houston, Texas

AFTER spirited debate Saturday morning, June 22, at the 31st annual conference of the N.A.A.C.P. in Philadelphia, Pa., the delegates voted to award the 1941 conference to Houston, Tex. Houston's only rival was Los Angeles, Cal., whose invitation for the third successive year was presented by Thomas L. Griffith, Jr., president of the branch. The vote was 104-76.

The closing mass meeting of the conference, held in the Metropolitan Opera House, was attended by a capacity crowd of 5,000 persons who cheered the speeches of Mayor Fiorello H. LaGuardia of New York, and Walter White of the N.A.A.C.P.

Mayor LaGuardia gave one of his characteristic addresses stressing the record of Negro citizens of New York and the fine work being done by colored men and women whom he had appointed to office. Secretary White made a fighting speech reviewing the high points of the N.A.A.C.P. work and outlining a program of action on the issues facing the race. He was critical of both political parties, denounced the failure to pass the anti-lynching bill, called for the integration of the Negro into a national defense program, and pledged an unrelenting fight against the restrictions enforced on the use of the ballot.

A feature of the Sunday afternoon meeting was the presentation of merit scrolls for outstanding work in the N.A.A.C.P. to the following persons: Mrs. Sarah M. Nutter, Charleston, W. Va.; Leon A. Ransom, Washington, D. C.; George C. Gordon, Springfield, Mass.; the Reverend E. C. Estell, Dallas, Tex.; Mrs. Zella M. Taylor, Los Angeles, Cal., and Withas M. Gayle, Newark, N. J.

The conference opened Tuesday night, June 18, in historic Tindley Temple, Broad and Fitzwater streets, and was addressed that night by John L. Lewis, president of the Congress of Industrial Organizations, and Arthur B. Spingarn, president of the N.A.A.C.P.

Mr. Lewis outlined the predicament of the Negro, especially his disfranchisement through the poll tax and his persecution through lynching. He dwelled on unemployment and pointed out the common interest of Negroes and whites in a solution of the problem perfecting the great masses of working people. The CIO chieftain criticized the Roosevelt administration and astounded his hearers by making excuses for the Hoover administration.

President Spingarn in the keynote speech of the conference called for the extension of full democracy to all American citizens as the proper way to carry on the fight against Fascism throughout the world. "Democracy," he said, "will not and cannot be safe in America as long as ten per cent of its population is deprived of the rights, privileges and immunities plainly granted to them by the Constitution of the United States."

A letter of greeting to the conference and the association from President Roosevelt was read. In the course of his letter, the President said "In strictly an American way, you have courageously fought for an increasing participation by Negroes in the benefits and responsibilities of the American democracy."

The welcome address for the Philadelphia branch was given by Miss Mamie E. Davis. Dr. Harry J. Greene, branch president, presided.

The Wednesday morning session was devoted to employment and economic security with Henry Johnson of Chicago, Miss Dora Jones of New York, Mrs. Constance E. H. Daniel of Washington, D. C., and William T. McKnight, 2d, Cleveland, O., as the discussion leaders. Miss Jones told of the problems of domestic workers and the attempts to unionize them; Mr. Johnson talked generally upon labor organization; Mr. McKnight discussed the wages and hours act; and Mrs. Daniel told of the work of the Farm Security Administration among Negro farmers in the South. The Wednesday afternoon session was devoted to a discussion of N.A.A.C.P. branch work.

HEADQUARTERS

Delegates to the 31st annual conference of the

Wednesday night, June 19, was the occasion of the presentation of the 25th Spingarn medal to Dr. Louis T. Wright. Dr. Wright could not be present because of illness, but the medal was accepted in his behalf by Mrs. Wright. Also present for the occasion were the Misses Barbara and Jane Wright. The award was made by Dr. Russell L. Cecil, of New York, at the conclusion of his address "Public Health and Medical Service."

The second address of the evening was given by Alderman Earl B. Dickerson, whose speech on "Political Action for the Negro" was received enthusiastically by the large audience. Miss Mary White Ovington, who for many years has presided on Spingarn Medal night, was again the chairman this year.

A discussion of methods of securing the vote was held Thursday morning, June 20, with Oliver W. Hill, Richmond, Va.; Thurgood Marshall, New York City; and Reverend A. A. Lucas of Houston, Texas, as discussion leaders. An added speaker was Dr. Rayford Logan, who talked on the Negro and national defense.

Mrs. Ruth Logan Roberts, of New York, and Dr. Frederick Stubbs of Philadelphia spoke on health to the Thursday afternoon session, with Dr. Dorothy Boulding Ferebee, of Washington, D. C., presiding.

Arthur Garfield Hays, famous New York lawyer, and member of the N.A.A.C.P. national legal committee spoke Thursday night, June 20, reviewing briefly significant N.A.A.C.P. legal victories, and our relationship to civil liberties for all Americans. Other talks were given by the Hon. Herbert E. Millen, assistant director of public safety of Philadelphia; and Roy Wilkins, assistant secretary of the N.A.A.C.P.

The most dramatic episode in the entire conference program occurred Friday morning, June 21, when the Reverend Buster Walker, president of the Brownsville, Tenn., branch, told the story of how the colored people of Brownsville, and especially the members of the N.A.A.C.P. had been hounded out of the city by mobs led in several instances by local police officers. His story was so moving and dramatic that the delegates themselves raised a collection of $155 immediately and spontaneously upon the close of his talk. Mr. Walker arrived in Philadelphia the night before practically penniless after having literally escaped from a mob at Brownsville, Tenn., several nights before.

Telegrams of protest were dispatched to the proper authorities and arrangements were made to have Mr. Walker tell his story to the Department of Justice officials in Washington immediately after the adjournment of the conference.

Two speakers on Friday morning discussed the association's legal defense program. They were Dr. Leon A. Ransom, and Carl R. Johnson, president of the Kansas City, Mo., branch. George B. Murphy, Sr., of Baltimore, Md., talked on the campaign for equal educational opportunities. The afternoon session was given over to a question and answer panel on branch problems with Dean William Pickens presiding.

Friday night was youth night with addresses being given by Miss Bathrus Bailey, Philadelphia, Pa.; William Anderson, Greenville, S. C.; Dean William H. Hastie, Washington, D. C.; and Aubrey Williams, NYA administrator.

The youth conference of the association met at the Y.W.C.A. under the general direction of the Reverend James H. Robinson. Roundtable discussions on youth problems were led by J. N. Williams, Montclair, N. J.; Reynold M. Costa, Boston, Mass.; Lewis Conn, New York City; and James H. Robinson, New York City. Other speakers on specific topics were George W. Goodman, Washington, D. C.; Miss Harriet Ida Pickens, New York City.; and Malcolm C. Dobbs, Nashville, Tenn.

The Philadelphia branch was lavish in its arrangement of social activities for the delegates with a get-acquainted reception Wednesday night, June 19, a luncheon in honor of N.A.A.C.P. lawyers who have won cases in the higher courts, a youth fellowship dinner and dance, a sightseeing tour of points of historic interest, and a garden party in the beautiful botanical gardens of the University of Pennsylvania.

More than 400 delegates from 33 states and the District of Columbia were in attendance.

Three members from the conference who were elected to the nominating committee for the board of directors are Mrs. Gertrude Stone, Washington, D. C.; Miss Yolanda Barnett, Louisville, Ky.; and Ike Small, Des Moines, Iowa.

The complete text of the resolutions adopted will appear in the September CRISIS.

Senator Barkley Promises Vote on Anti-lynch Bill

Just as this issue was being made ready for the press, word was received from Chicago that Senator Alben W. Barkley, majority leader, promised, in a speech to a group of Negro Democrats just prior to the opening of the Democratic National Convention, that the anti-lynching bill now before the Senate would be brought up for a vote at the present session of Congress.

Supporters of the bill are urged to write Senator Barkley at the Senate Office Building, Washington, D. C., and express the hope that the bill will be brought up and voted upon as he has promised.

NAACP, held in Philadelphia, Pa., June 18–23, 1940

Inferiority in Children

(*Continued from page* 241)

to feel that he does not count in the worthwhile things of life. He is called a "nigger" and is either kicked around or cursed by some white people or he sees other Negroes being treated in this manner.

Now, such a child entering a mixed school in the North or a Negro school with a mixed faculty in the South may be inferior and submissive. Unless the child, let us say, under twelve years of age, acquires a bitter resentment of all the objects and situations seen and heard in the process of his development and refuses, as a consequence, to accept an inferior status, he will inevitably assume a submissive attitude in the situation described above. But this resentment must come from conditions and situations which instruct him. He is not resentful because of some internal will to be so.

R. F. Washington
M.A.
U. of Michigan

Lesson Driven Home

The writer has observed many Negro college students who had been so trained in early life to be inferior that when they entered a college with a bi-racial faculty they considered all the white teachers superior to the Negro teachers. On the other hand, a few students have not shown this attitude but have measured teachers by their personal, academic and professional qualifications, not their race.

The Negro child as soon as he is able to work may find employment in a grocery store, drug store, private home, delivering newspapers, etc., where he is constantly seeing the difference between his wages and treatment as contrasted with that of white children. In addition to his direct experiences he learns as he grows older that other Negroes are treated in the same way, that Negroes are not to receive equal wages to those of white people even though the Negro's skill and experiences are equal; that the white man thinks the Negroes do not require as much money for living as is required of white people. Does one wonder about the Negro being inferior under such circumstances? He either becomes inferior in his attitude, or resentful, which may or may not result in inferiority.

In every phase of life, particularly in the Deep South this same set of stimulus objects and conditions face the Negro child. In political life, economic life, religious and moral endeavors, recreation and amusement, civic enterprises, educational institutions, etc., he experiences either directly or indirectly what we may call this dyshygienic perormance, this failure of the privileged group to appreciate the underprivileged group. So the child is overwhelmed by these dynamic stimulus situations. He has been taught informally and formally that this country belongs to the white man.

Whites Taught Superiority

On the other hand, the basic stage of the psychological development of the white child is certainly characterized in many particular situations by instruction as to the superiority of the white race and the inferiority of the Negro race. The white child has his total behavior experiences continuously cultivated informally and formally. The above statements are, of course, based upon mere personal experiences and not upon scientific observation. However, the writer takes the position that observation of specific situations would reveal a similar explanation. Several southern white men have told the writer how white children acquire attitudes of superiority. Their explanations were identical to the one described above.

Submission Harmful

Is this attitude of inferiority of the Negro hygienic? Again the answer depends upon specific situations. Let us take an instance of a boy whose eagerness to perform well as a mechanic is lost because the owner of the garage where he is employed will not give him a chance. The boy learns the trade, develops skill in handling cars and when he becomes an efficient performer he still remains a car washer. In this specific case the boy, recognizing that his race prevents him from climbing to the top of his trade tends to give up. He may accept this treatment from the owner of the garage as an indication of his worth. In this case there is no adaptability of the organism to its environment. The response in this case does not fit the stimulus, and we must call the act dyshygienic. In all those cases where Negroes are so discouraged that they fail to put forth their best efforts we must call the act dyshygienic.

On the other hand the attitude of inferiority in some cases may be the safest thing to adopt. The individual will adapt himself to the stimuli around him and remain contented and happy in such an estate. For him the act would be hygienic. Obviously there are many Negro children and adults who have actually accepted racial inferiority as a reality, due, of course, to their ignorance. They believe that satisfactory adjustment has been made.

But there is another group of Negroes, and the writer wishes to join this group, who believes that racial inferiority is "damned foolishness" and therefore dyshygienic. When members of this group come in contact with those stimulus objects and stimulus functions which point to an inferior status for the Negro they are resentful and become determined to prove to the white man that there is no such thing as racial inferiority nor racial superiority. They work hard, study their particular fields of endeavor, make effective use of the white man's culture and wherever possible draw him into competition.

Task Upon the Teachers

Is this a hygienic performance? No. There is conflict and not satisfaction and happiness. The peace and harmony of living, the adaptability of the organism as seen with the group mentioned above are missing. Although one does not believe oneself inferior one must constantly meet situations which would make one accept and under such circumstances one cannot make the response fit the stimulus.

The only way by which we can bring about more hygienic living on the part of Negro children is through a change in reactional biographies of the white and Negro adults. These teachers of the immature are responsible for the behavior patterns which the children acquire. The superior and inferior attitudes of children come as a result of what adults say and do. Negro and white children seem to get along very well until some older person begins to offer suggestions about the differences between the races.

Johnson C. Smith

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member of the American Association of Theological Schools.

Expenses are kept relatively low. The tuition charge is fifty dollars per semester. The charge for board and lodging is seventeen dollars per month. Extensive opportunities for student self-help are provided.

During the first sixty-four years of its life, Johnson C. Smith University was open to males only. Since 1932, however, it has been co-educational. In order to accommodate the increasing enrollment of women students, the institution has recently erected a dormitory for women. This building—the James B. Duke Memorial Hall—was dedicated on Founder's Day of this year.

Enrollment during the school year 1939–1940 reached 429—the largest in the history of the institution. The graduating class of the college of liberal arts numbered, this year, 101 men and women. In addition, there were five men in the graduating class of the school of theology. The liberal arts students are taught by a faculty of 22 men and women prepared in the graduate and professional schools of the North and West.

The president—Dr. H. L. McCrorey—has served the school as president for more than 33 years. This long tenure has afforded opportunity for achieving consistent growth according to a clearly formulated program. Particularly noteworthy has been Dr. McCrorey's success in building up the finances of the school, thereby making possible continued growth and improvement in spite of the depression of the last decade.

Tuskegee

(*Continued from page* 258)

"To put brains and skill into the common occupations of life. . . . To cherish and sing the Negro spirituals. . . . To work in harmony with one's neighbors. . . . To prepare Negro youth for the needs of their times. . . . Courtesy, Promptness, Service. . . ."

Lincoln of Missouri

(*Continued from page* 245)

courts and a golf course for participation in intra-mural sports at any time during the year; attends chapel once a week (Thursdays); witnesses more inter-racial collegiate events (annual Chicago U.-Lincoln U. round-table discussion, annual Butler U.-Lincoln U. dual track meet, etc.) than are seen in the average Negro college; may belong to any of three dozen campus organizations; may be among 190 or more who work under Lincoln U. and NYA auspices for various sums in different capacities; is taught fifteen hours of class work a week at the rate of about ten students per instructor by fifty-four alert college teachers (twelve professors, eight associate professors, eight assistant professors, and twenty-six instructors), and has as much freedom as one could want in a small college and yet not so much as allows rule-infringements to escape the keen eyes of two capable personnel deans.

During 1939–40, 558 students studied in the college, 170 in the laboratory high school, 31 in the School of Law, 226 in the extension and correspondence division, 275 in the 1939 Summer Session—for a grand total of 1260 for the year.

The Lincoln University teacher, numbering an increasing roll of holders of doctorates among his lot, enjoys such privileges as sabbatical and special leave, tenure, rank, increasing salary scale, and a voice in the democratic administration of the school. Faculty housing and retirement insurance provisions are now in process of study at Lincoln. He has his own chapter of the American Association of University Professors, attends almost to a man the annual meetings of national learned societies on funds and time allowed by the institution. One of his number, Dr. W. Sherman Savage, head of the history department, completed last year THE HISTORY OF LINCOLN UNIVERSITY, a 300-page record covering over seventy years of the life of the school.

In 1941, Lincoln University becomes the sixth Negro college to reach its 75th birthday.

Historic Shaw

(*Continued from page* 254)

Shaw constructed the first large building in the South for the higher education of Negro women.

Of the ten buildings on the campus, four have been renovated and refurnished within the past three years to provide modern facilities for its student body and faculty.

Expenses for boarding and rooming students attending Shaw amount to approximately two hundred seventy-five dollars a year, if the student has not been able to secure work. The fees for day students total approximately ninety-four dollars and seventy-five cents.

Florida A. & M.

(*Continued from page* 240)

sixteen years, the measure of President Lee's stature as *a builder of confidence in Negro education*, as well as of dormitories and classrooms, will be clearly discerned.

The enrollment of students is another proof of the great hold which the college has taken upon public confidence. In 1924–25, when President Lee came to the college, the enrollment in the regular term was 420; in the Summer School, 123; in extension courses, none. In 1938–39, the enrollment in the regular term was 1,062; in the Summer School, 1,003; and in extension courses, 635.

Great emphasis is placed upon building and conserving the health of the students through the Division of Nurse-Training and Health. The college has a strong Physical Education Department, with basketball, football, track, golf, and tennis and major sports.

The expenses of students are moderate. Except in a few cases where laboratories assess a few additional fees, the average yearly cost per male student is $201.50; while $183.00 covers the expenses of a woman student.

Lane College

(*Continued from page* 244)

raise a certain amount of money yearly.

This College Represents Self-Help

This college represents very largely what colored people are doing in behalf of their own educational uplift. Correspondence is earnestly solicited. For further information write: The President, the Dean, or the Registrar, Lane College, Jackson, Tenn.

Cheyney

(*Continued from page* 238)

to Cheyney students for observation purposes. The Cheyney State Teachers College occupies a unique place in education in Pennsylvania. It meets all the requirements set by the Department of Public Instruction, and then goes "the second mile" by making known to her students their history and literature, their special problems, social and civic, their privileges and responsibilities. The student at the 14th State Teachers College is an integrated part of the college program, functioning in all activities that make for health, sound judgment, personality and character development. Over 700 graduates have gone out from Cheyney. The Alumni have generously shared the fruits of their learning wherever the doors of service have opened. They are servants of distinction, building up light spots in a world where lengthening shadows seem to deepen.

Wilberforce

(*Continued from page* 260)

there will be provided training for fifteen young men under the Civil Aeronautic Authority.

Eleven hundred and forty-three students were enrolled in the institution during the school year 1939–40. These students come from 35 states, the District of Columbia, Canada, Bermuda, South America, South Africa, and West Africa.

The institution is ideally located near Xenia, Ohio, in Greene County at Tawawa Springs, a place that was used in the early nineteenth century as a very fashionable health resort. The mineral springs still furnish water that gives vigor and vitality to life. The institution is coeducational and was one of the earliest institutions to open its doors to women.

For further information write R. O. Dickerson, Registrar.

Book Reviews

NEO-CONFEDERATE HISTORY

THE REPRESSIBLE CONFLICT: 1830–1861. By Avery Craven. Baton Rouge, Louisiana: Louisiana State University Press, 1939. XI+97 pp. $1.50.

We all know that slavery was the cause of the Civil War, yet Dr. Craven will have it otherwise. And the hubbub which the slavery controversy aroused in the pages of early historians was, according to this University of Chicago professor, too loud for its real historical importance. Abolitionism was really not a fight against the institution of slavery, but against southern agrarianism. As our author paints the picture, the Old South was one of the fairest sections of the nation. A section with diversified interests and a way of life with a distinctive culture of its own was united only under the fanatical attacks of northern Abolitionists upon the "peculiar institution." These deluded northern fools were really not attacking slavery as such, but slavery as a symbol of southern agrarianism. It was an attack of northern industry upon southern local democracy (Sic!). Furthermore, slavery was not the horrible institution which the Abolitionists depicted. Because it was just the sort of benevolent patriarchy needed by savage African blacks. "The part which slavery played in the 'life and labor' of the Negro and the ante-bellum South [believe it or not] has been greatly exaggerated."

There was little "in the natural setup of the South to make a unity out of the varied states and regions stretching from Virginia to Texas. That had to be achieved through conflict."

Now the roots of this conflict were not grounded in the soil of southern social and economic conditions. They were the "artificial creation of inflamed minds." This allows our learned doctor to introduce his villain of the piece—the northern Abolitionist.

In spite of the documentary proof of history, our author will contend that hardly anyone thought of opposing slavery until circa 1830; yet we know that the institution was opposed from its very introduction into the country. Moreover the South did not need the violent attacks of Abolitionists as a stimulus to the defense of an institution upon which very life depended.

Dr. Craven's book is vicious and misleading. For under the guise of a coldblooded impartiality he has created a fairy tale just as fanciful as any concocted by Charles Perrault. Witness this: "A master or overseer sometimes yielded to the temptation to become too intimate with some Negro's woman, and the great number of murders and violent assaults on white men by Negro men testify to the normal reactions and relations existing." Dr. Craven is a southerner from North Carolina and his book is an open apology for the Confederate and Negro slavery. He even denies that the "Negro's way of life was shaped entirely by slavery."

Today historians have become so impartial in their treatment of the slavery controversy that slavery ceases to be an evil and hardly anyone did wrong. Even northern historians who write on the slave period now express an endless sympathy for the White South. If this myth making keeps up, we shall soon be informed that the Negroes were never slaves.

James W. Ivy

WE DIDN'T ASK UTOPIA. By Harry and Rebecca Timbres. New York: Prentice-Hall, Inc., 70 Fifth Avenue. $2.50.

This is a book by Harry and Rebecca Timbres, Quakers, who, with their two young daughters, Nicky and Nadya, went to Russia in 1936 where Dr. Harry Timbres was to do anti-malarial work on the Volga, at Marbumstroy, which was changed while they were there into a more important political unit and so called Marbum-kombinat.

This story from Marbumkombinat is a saga of the Russian experiment of four years ago, and is of great human interest. It is a simple straightforward relation of the facts of these American Friends in a strange land, and it is told with charm, and without apology or prejudice. As Harry died in 1937, of the dread typhus, this book was arranged and mostly written by Rebecca, but the first part of the book consists of Harry's letters, written to Rebecca and his young children, and to some of the Russian authorities, while he was in Russia trying to make professional and living arrangements, so that his beloved family could come on. It is a great tale of Quaker soul, service and sincerity.

Finally he was given a position at Marbumstroy, about 700 miles from Moscow, of a population of about 18,000, where a new paper mill was being constructed.—Rebecca and the children then made the long and tedious journey from America, via Helsinki and Leningrad, after overcoming the many difficulties which beset such a transfer of a family to Russia in that time. Hal had to wait for his family in Leningrad, not being permitted to cross the Russian border because of Russian passport red tape.

The latter (and greater) part of the book is "Rebecca's Journal,"—her day by day account, almost in diary fashion, or events leading to Russia, and of her family's life at their post on the Volga. The husband was a malariologist, and the good wife studied and became his laboratory assistant,—which helped to increase the family income to little more than half as many Russian rubles as were really needed. For the entire year, while draining swamps, spraying lakes, testing blood, making and examining slides, feeling for swollen spleens, and teaching English to special students, they still had to spend from their reserve funds brought from America to make ends meet. But they were looking forward to a star, and to that sacrificing, and successful, service of which Quakerism is the highest embodiment.

The beautiful way in which Rebecca describes the Russian fall and winter, the landscape and the snow, the frozen Volga, the skating, skiing and walking, the glittering ice jewels of the wintry air; the children's reactions,—their introduction to Russia and to the Russian schools; and the frankness, honesty and simplicity with which she discusses Russian life, custom and society; the breadth and humanity of her sympathies and understanding,—all that lifts this book far above the propaganda level. They did not ask, and did not find, Utopia, but they found a poignant and interesting human life of real human beings; people trying to construct a new society. Her criticisms are as straightforward and honest as are her praises.

Harry and Rebecca had previously sojourned in India, with the great Tagore, and had visited Russia 14 years previous to this adventure. They liked the prospect of shouldering together with a struggling people.

In 1937, after a year of their great adventure, during which they were yearning seeking for a closer and if possible a permanent tie with those people, but while there crept from time to time into Rebecca's journals little notes of fear lest the interest of the two children would force them to return to the States before their mission was finished,—after one year Harry died of the dreaded typhus. He who had saved others could not save himself, and after about two weeks, he died in the hospital at Kazan, in spite of all that the devoted Russian colleagues (doctors and specialists) could do. And Rebecca shared everything with him to the end, compelling the authorities to allow her to be quarantined with him in all of his last days.

He was buried on the Volga, amid the unaffected tears of many people besides his family,—little Nadya laying on his coffin a child's tribute,—a last note to Daddy.

The book is Rebecca's tribute to Hal,—a Quaker wife's recording of their great effort to serve, and to walk toward the stars cooperatively. But incidentally it is one of the sanest books ever written on Russian life in the third decade of the 20th century.

William Pickens

Letters from Readers

A.C.L.U. on "The Birth of a Nation"

To the Editor of the Crisis:

The American Civil Liberties Union and the N.A.A.C.P. have worked in harmony for so many years that it may seem ungracious to call attention to an issue on which we differ. I do so in the belief that sober second thought will indicate the wisdom of the position we take, and the danger of the position that has been taken by some of the branches of the N.A.A.C.P.

I refer to the attempts made to suppress the showing of the film "The Birth of a Nation." I presume that every member of the Civil Liberties Union is just as much opposed to the intolerance and brutality which that film represents as are the members of the N.A.A.C.P. But the Civil Liberties Union is equally opposed to invoking the law to suppress the showing of any film on the ground of intolerance. For if an anti-Negro film can be so suppressed a pro-Negro film (if one can conceive of such a production) can also be so suppressed. Every precedent of suppression makes it that much easier to suppress something else. It is impossible to draw successful distinctions as to what should be suppressed and what should not, save where the criminal law against obscenity is plainly violated. Even those cases are difficult.

We have always argued with our Jewish friends against attempts to protect them by law against anti-Semitic propaganda. We know from experience that laws against attacks on a race are used in ways never intended. In New Jersey, where the legislature made it a crime five years ago to attack anybody because of race or religion—a piece of legislation sponsored by Jews and directed against Nazis—not a single Nazi has been prosecuted. But half a dozen members of the sect Jehovah's Witnesses have been arrested at the instance of Catholics. Such laws always stir up more prejudice than they prevent.

It is on this ground that we always opposed invoking the law against the showing of "The Birth of a Nation." We have even defended its showing against prosecution. We say to our colored friends who oppose the picture that they have in their hands the means of boycott, picketing, demonstration, and letters of protest to motion picture proprietors—and they should use them. Calling the police or a prosecutor into action is quite a different matter. It creates bad legal precedents that can be turned as easily against Negroes as for them.

We earnestly urge our Negro friends to confine themselves to those measures of protest and boycott which are the inherent right of all of us, and not to help build up a machinery of public suppression of anything.

ROGER N. BALDWIN

EDITOR'S NOTE:

The above letter was written after several branches of the NAACP in the Middlewest had carried on a vigorous campaign against the appearance of the vicious anti-Negro film, "The Birth of a Nation." The letter probably was prompted by the successful court action of the Denver, Colorado, branch which succeeded in having the film banned and also having the exhibitor fined.

Upon completion of the Denver case, the American Civil Liberties Union inquired of the national office of the NAACP if it endorsed the action of the Denver branch and other branches. The Board of Directors replied formally with an endorsement of all branch action seeking to halt the showing of the film.

This difference of opinion between the A.C.L.U. and the NAACP over "The Birth of a Nation" goes back many years because the A.C.L.U. believes that censorship in any form is harmful. The NAACP, on the other hand, has felt that some forms of anti-Negro propaganda had to be attacked even though it meant censorship. Into this category fell "The Birth of a Nation." Because the NAACP felt, and still feels, that in view of the Negro's struggle against a hostile public opinion we could not permit so universal a medium as the moving picture to spread race hatred without protest; the Association always has opposed "The Birth of a Nation."

After being banned in many cities and states, and after having had to take a back seat because of the advent of talking pictures, "The Birth of a Nation" has been revived quietly in the past year or two and is being shown as an example in the history of the cinema. The NAACP is fighting this revival because it believes a film twenty-five years old telling of hatreds of seventy years ago is out of step with the spirit of the times and the progress which America has made.

Incidentally, the NAACP has received word from the Motion Picture Producers and Distributors Association (the Will Hays office) that "The Birth of a Nation" in its original form could not be passed by the Hays office. This vindicates the NAACP position that the film is a purveyor of race hatred and does not come up to the accepted standard of the motion picture industry of today. The NAACP also believes that the Hays office pronouncement vindicates the original position of the Association that the film was harmful and unfit to be shown in its original version.

Paine College

(*Continued from page* 253)

from the College.

As a Christian college Paine is church-related though non-sectarian. The faculty and student body represent membership in many different churches. All the work of the College is designed to contribute to the development of Christian character.

Retiring from Wiley

PRESIDENT M. W. DOGAN

Dr. Dogan, who on June 1, 1941, will round out 45 years of active service as President of Wiley College, Marshall, Texas, has asked to be allowed to retire on that date. He is credited with having served the longest continuous term on the same job of any living college president. He was born of slave parents in Pontotoc, Mississippi, and shined shoes to help pay for his public school education. After graduating with honor at an unusually early age from Rust College, he was made a member of the faculty. From there he went to Central Tennessee College as professor of mathematics and attracted nationwide attention by solving an intricate problem in higher mathematics that had apparently stumped many of the mathematicians over the country.

In 1896, at age of 32 he was made President of Wiley.

During the years of his administration he has missed only one commencement and one trustee board meeting on account of illness. Wiley College was unknown beyond the borders of Texas when he assumed the presidency. Its physical plant comprised two small brick buildings, an old frame dormitory and a frame house pretentiously called the President's mansion, with a total valuation of less than $50,000. The academic standing was about on par with a good high school, and the faculty, except for ideals and strength of character was not rated.

Today, Wiley is internationally known, its sphere of influence is nationwide, the territory of its patrons embraces 24 states, the District of Columbia, and two foreign countries, and its rating is "A" class by national standards. From a conglomerate enrollment of 620 and a curriculum running the entire gamut of courses from kindergarten to the Ph.D. degree, President Dogan has brought Wiley to its present stabilized college grade enrollment of over 500 and a systematized and organized curriculum of class "A" rating and recognition. Its physical plant has been enlarged and improved up to an appraised valuation of more than a half million dollars, and $600,000 raised on the proposed million dollar endowment unit.

Ninety-eight percent of its 1500 graduates are products of the Dogan administration, and 97% of these reside in 38 states of the Union, the other 3% in the District of Columbia and abroad.

According to latest information on occupational distribution of these graduates 46% are teaching public schools; 9 per cent on college faculties, 16% ministers of various denominations, 10% medical and allied professions, 10% business, 1% law and the rest in government, domestic, farm, wage-labor and social service.

Another distinction which President Dogan holds is the honor of ten consecutive elections as ministerial delegate to the quadrennial conference of his church, having just recently been named at head of his delegation to the Atlantic City conference next April.

He has served as president of the Texas State Colored Teachers Association, president of the National association of teachers in colored schools, president of the Texas Association of Negro colleges, president of the National association of Negro colleges, has been a member of the Board of education of his church since 1908; is now a member of the state and national Y.M.C.A. councils, a member of the Texas Interracial Commission, executive committee of the State teachers association, Gulfside educational, religious, and recreational association, and of the local committee on race relations. He was co-author of "The Negro in Methodism"; has contributed several articles to educational magazines.

Dilemma

By ELIZABETH MARDEN

I stand knee deep in memories
Of a peace that used to be.
Shall I stoop and gather them, then flee
To some secluded isle of slumbrous warmth
and ease?

Or shall I walk abruptly through the
clinging mound,
Straight into the strife I know possesses
Every strident marketplace and apathetic
town—
Now that Christ has gone.

New Magazine

The *Negro Digest,* a new pocket-size magazine containing digests of articles about or affecting the Negro, made its bow with the July, 1940 issue. It is published in New York City and sells for 25 cents.

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Prose-Poem to a Book

By Herbert Eli Dickson

Little book . . . soiled . . . and
Fingered . . .
Were they happy hands
That held you thus,
And turned your pages so?
Were they eager eyes
That sought to live again
These honored lives?
O what a host of small black bodies
Must have warmed
Or chilled . . . because of you.
Dusky angel,
Cast you now aside?
Why should I . . . ragged though you are!
Your patches
And your fingered face
Have told me many things. . . .
But most of all,
They've told me you're a friend
To little hearts . . . and little minds . . .
And
Friends aren't to be
Cast aside!

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A Prayer

By Kayé Williams

Sweet, silent, honorable God
Who once with man this earth did trod
May we all love Thee, serve Thee, more
And talk with Thee as men of yore.

Abundant blessings from Thee flow
Thou art our strength if we'd but know.
Thy help for every single task
Is ours, if we would only ask.

In distress lead us on we pray,
Oh show our stumbling feet the way.
And help us day by day to learn
How soon with Thee a place to earn.

Life's weary climb seems hard and long
Thy help I need to make me strong
Be Thou, I pray, my joy, my friend,
My hope, my God, to journey's end.

Injustice

By Esther V. Cooper

Black man—
Hanging from "God's tree",
Twisting in great pain,

Black man—
Caught in man-made trap,
Helpless to fight back.

Spend Where You Can Work!

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READ AND ACT

The National Negro Insurance Association reported for 1938:

—Assets of $13,876,788
—Income of $13,251,407.43
—Insurance in force: $265,856,625
—Policies in force: 1,676,854
—Employment: 8,150 Negroes

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